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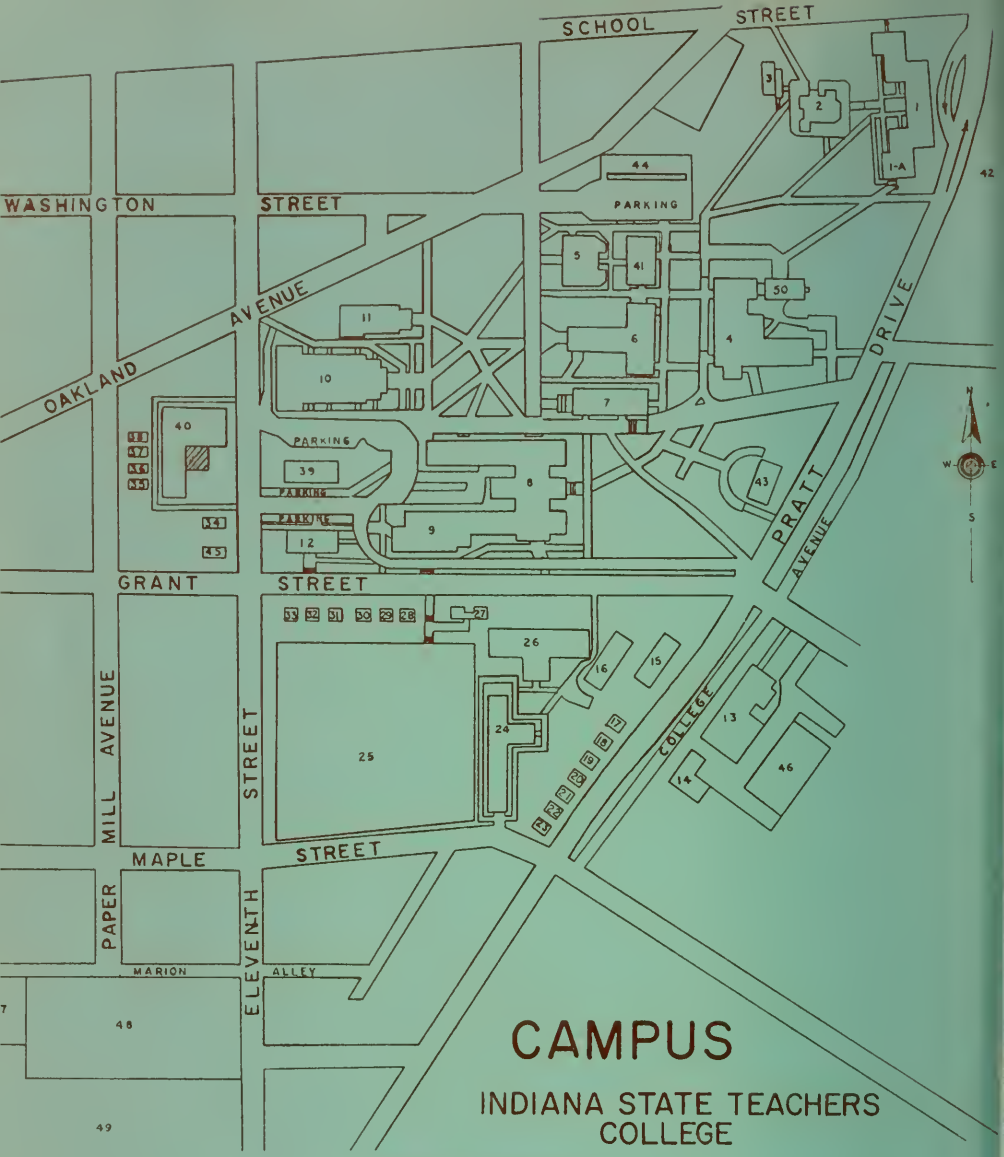


INDIANA BULLETIN

STATE TEACHERS COLLEGE
INDIANA, PENNSYLVANIA

CATALOG

1959-60
1960-61



KEY TO BUILDINGS

1. Whitmyre Hall
1A. Student Hall
2. Elkin Hall
3. Elkin Annex
4. Keith School
5. Wilson Hall Library
6. Leonard Hall
7. McElhaney Hall
8. John Sutton Hall
9. Thomas Sutton Hall
10. Fisher Auditorium
11. Waller Gymnasium
12. Clark Hall
13. Power House
14. Shop Building
15. Greenhouse
16. Military Hall
17. Cayuga House
18, 19. Sigma Phi Epsilon Houses
20. Mohawk House
21. Monegan House
22. Seneca House
23. Catawba House
24. Langham Hall
25. Memorial Field
26. Wahr Hall
27. Delaware House
28. Delta Sigma Nu House
29. Jamison House
30. Iroquois House
31. Kappa Delta Rho House
32, 33 Tau Kappa Epsilon Houses
34. Shawanese House
35. Louise Stanley House
36. Ellen Richards House
37. College Infirmary
38. Lewis House
39. New Library
40. Cogswell Hall
41. Walsh Hall
42. Sigma Tau Gamma House
43. Flagstone Theater
44. Faculty Parking
45. Delta Sigma Phi House
46. Martin Rifle Range
47. Tennis Courts
48. Athletic Field
49. Athletic Field
50. Special Education Wing

Four privately owned houses used as women's dormitories are located within one block of the main campus. These buildings are as follows: Conestoga House (835 Grant Street), Grant House (810 Grant Street), Locust House (760 Locust Street), and Washington House (240 South Eleventh Street).

TEACHERS COLLEGE BULLETIN

VOLUME 65-66 FEBRUARY, 1959-1960 NUMBER 1

STATE TEACHERS COLLEGE

INDIANA, PENNSYLVANIA

Catalogue Number

1959 - 1961

THIS COLLEGE IS ACCREDITED BY THE NATONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION AND THE MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

Issued Quarterly in February, May, August and November by the Trustees of the State Teachers College, Indiana, Pennsylvania. Entered as second-class matter, June 30, 1913, at the Post Office in Indiana, Pennsylvania, under Act of Congress, August 24, 1912.

THE INDIANA COLLEGE CALENDAR

1959-1960 and 1960-1961

THE SUMMER SESSIONS

Pre-Session

	1959-1960	1960-1961
Classes Begin	Mon., June 8	June 6
Session Ends	Fri., June 26	June 24

Main Session

Classes Begin	Mon., June 29	June 27
Session Ends	Fri., Aug. 7	Aug. 5

Post Session

Classes Begin	Mon., Aug 10	Aug. 8
Session Ends	Fri., Aug. 28	Aug. 26

FIRST SEMESTER

Registration and Orientation of Freshmen (Details will be mailed)	Wed., Sept. 9	Sept. 7
Registration of Upperclassmen	Thurs., Fri., Sat. Sept. 10, 11, 12	Sept. 8, 9. 10
*Classes Begin with First Period	Mon., Sept 14	Sept. 12
Thanksgiving Recess Begins at the Close of Classes	Tues., Nov. 24	Nov. 22
Thanksgiving Recess Ends at 8:00 a. m.	Mon., Nov. 30	Nov. 28
Christmas Recess Begins at the Close of Classes	Sat., Dec. 19	Tues. Dec. 20
Christmas Recess Ends at 8:00 a. m.	Mon., Jan. 4	Jan. 4
**First Semester Ends at the Close of Final Examinations	Tues., Jan. 19	Jan. 17
Last Meeting of Saturday Campus Classes	Sat., Jan. 16	Jan. 14

SECOND SEMESTER

Registration	Mon., Tues., Wed. Jan. 25, 26, 27	Mon., Tues., Wed. Jan. 23, 24, 25
*Classes Begin at 8:00 a. m.	Thurs., Jan. 28	Jan. 26
Spring Vacation Begins at Close of Classes	Wed. Mar. 16	
Spring Vacation Ends at 8:00 a. m.	Wed., Mar. 23	
Easter Recess Begins at the Close of Classes	Thurs., April 14	Tues., March 28
Easter Recess Ends at 8:00 a. m.	Mon., April 18	Tues., April 4
**Second Semester Ends at the Close of Final Examinations	Wed., May 25	May 24
Alumni Day	Sat., May 28	May 27
Baccalaureate Services	Sun., May 29	May 28
Commencement	Sun., May 29	Mon., May 29

*Student Teachers begin prior to this date, depending upon the Center to which assigned.

**Ending date for student teachers may vary, depending upon the school calendar at various Teaching Centers.

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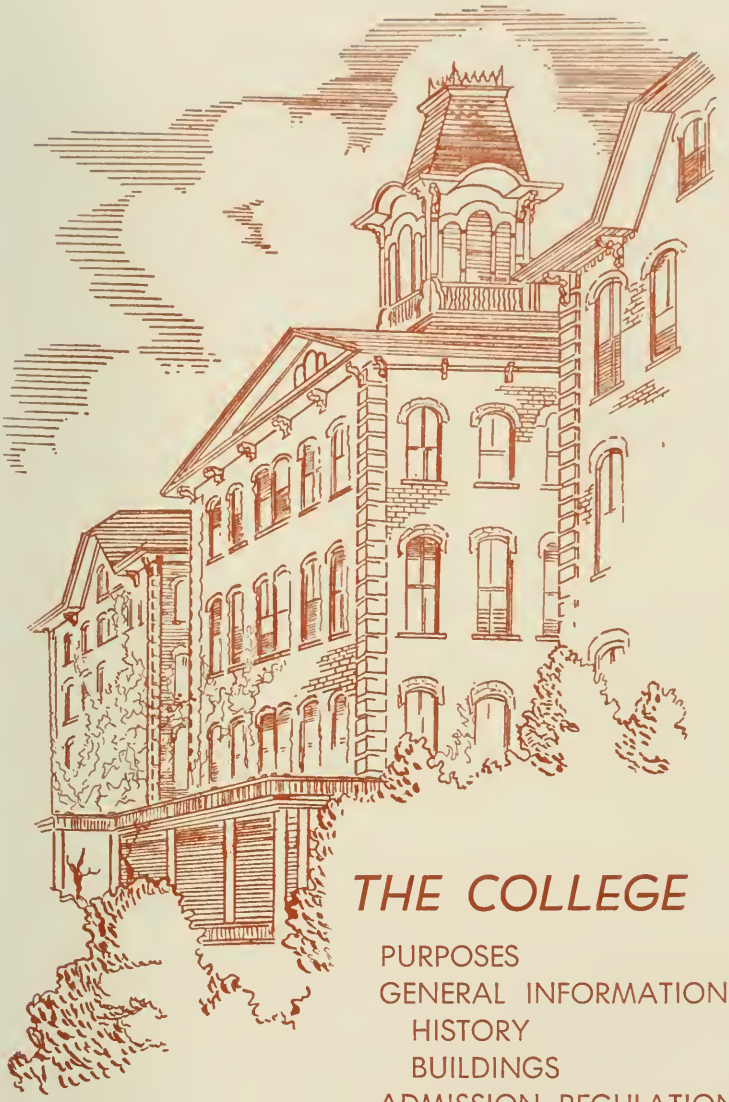
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George, Velma B. — Indiana
Gerhart, Wade — Greensburg
Gibson, Don Bishop — Butler
Gillman, Ralph Elmer — Johnstown
Glassford, Helen — Indiana
Graf, Carl E. — Altoona
Graham, Lynda — Indiana
Green, Elizabeth — Indiana
Groer, Walter Frank — Pittsburgh
Grundy, Mildred G. Armagh

Handler, Gertrude — Indiana
Hauck, Emmabelle — Johnstown
Hawk, Roxie — Indiana
Hawxhurst, M. Geraldine — Indiana
Heaton, Mary Ellen — Indiana
Heckler, Vieva Wonder — Windber
Heiss, Renetta F. — Altoona
Helm, Francis — Indiana
Helm, Ruth — Butler
Henderson, Marjorier Ann — Butler
Hile, Joan — Clymer
Hill, Marybelle — Indiana
Hinchberger, Luella — Butler
Hoffman, Wilbert H. — Altoona
Hogg, Leroy — Jeannette
Holstein, William — Indiana
Holt, Catherine Elizabeth — Marion Center
Houk, Sara — Indiana
Hulbert, H. Eugene — Uniontown
Hunter, Betty Stewart — Indiana
Ivansic, Rudolph — Johnstown
Johnson, Esther — Butler
Johnston, C. Waldo — Indiana
Jones, David — Commodore
Jones, Martha H. — Ebensburg
Joseph, Lambert — Indiana
Kazmer, Alma Bagley — Barnesboro
Keiser, Dennis — Butler
Kelley, John Kermit — Blairsville
Kendall, Elsie — Elders Ridge
Kepple, Helen G. — Johnstown
Kerr, Grace Marjorie — Johnstown
King, Phyllis — Heilwood
Kline, W. Robert — Indiana
Kordes, Clarence M. — New Kensington
Kropinak, Stephen — Kittanning
Krouse, Hazel — Altoona

Kuhns, John — Indiana
Kunselman, Eugene — Indiana
Lawson, James — Butler
Lieb, Patricia E. Armagh
Long, Thalia W. — Indiana
Lowry, Elizabeth — Indiana
Lovette, Joanne P. — Greensburg
Lynch, Robert Emmett — Johnstown
McCormick, Helen — Greensburg
McCullough, Dorothy — Altoona
McCullough, LaRue Helen — Indiana
McGee, Richard — Indiana
McGregor, Dorothy — Altoona
McJunkin, Wilma — Indiana
McQuilkin, Theodore H. — Indiana
Makowski, Raymond F. — Aspinwall
Mandell, Harry Edward — Pittsburgh
Matisko, John — New Kensington
Mayer, Nova Ruth — Windber
Mays, Idell — Butler
Meiser, Donald — Greensburg
Meneely, Clyde R. — Punxsutawney
Metzler, Lois P. — Altoona
Miller, Lillian H. — Turtle Creek
Mish, Edward — Blairsville
Mitchel, Melvin Scott — Punxsutawney
Montgomery, Katherine — Greensburg
Monti, John C. — Altoona
Moorhead, Gladys — Indiana
Morgan, Raymond W. — Johnstown
Nix, James M. — Indiana
Oakes, Carl Patterson — Clymer
Oliver, Frank G. — New Kensington
Orlidge, Walter — Johnstown
Owens, Lucille — Jeannette
Palmer, Nelson P. — Butler
Patrick, Dolores Mae Abraham—Greensburg
Pennington, C. M. — Indiana
Petronchak, Michael — Ford City
Pfarr, Margaret A. — Johnstown
Pifer, Edna Mary — Punxsutawney
Pino, Bruno — Clymer
Pollock, George Raymond — Indiana
Porter, Helen — Indiana
Puff, Margaret Catheline — Butler
Rankin, James Rogers — Indiana
Recupero, Mary — Indiana
Reichart, Lillian — Ford City
Rhodes, Izetta — Johnstown
Riddel, Beverly — Geistown
Rink, Ruth — Indiana
Ritzert, Gertrude — Butler
Roberts, Florence Elizabeth — New Kensington
Roncone, Edward A. — Butler
Ruland, Dorothy — Indiana
Rumbaugh, Robert Charles — Uniontown
Schall, Mildred Fennell — Ford City
Schell, Raymond I. — Indiana
Schrock, Dorothy N. Commodore
Seyler, Martha — Butler
Shane, Joseph — Indiana
Sheetz, Herbert S. — Altoona
Shiring, Mark — Butler
Shuster, Stephen — Greensburg
Signorino, Salvatore — Butler
Smith, Corinne E. — Greensburg
Smith, Lola — Johnstown
Sowers, Harold L. Ford City
St. Clair, Robert W. — Clymer
Statler, Margaret R. — Davidsville
Stewart, Alma Elizabeth — Indiana
Stewart, Madge Burns — Kittanning
Stewart, Marion H. — Butler
Stormer, William C. — Ebensburg
Stroud, Marian — Ford City
Stuchell, Alma — Johnstown
Swope, Clair — Slippery Rock
Thompson, Elizabeth — Nen Kensington
Thompson, Marian McMurray — Indiana
Thompson, Martin E. — Ford City
Unverzagt, Angella — Altoona
Vorlage, Ethel — New Kensington
Walker, Gertrude Hawkins — Indiana
Walter, Clair H. — New Kensington
Watta, John — Armagh
Waugaman, Sara — Greensburg
Wean, Jean — Elders Ridge
Weaver, Marion — Ford City
Weber, Madge — Ford City
Westrick, Louise — Johnstown
White, Madolyn Keener — Greensburg
Wilden, Helen Lucille — Indiana
Williams, Harry G. — Punxsutawney
Wille, Gladys F. — Clymer
Wood, Dorothy — Punxsutawney
Yedlicka Karlin Jane — Pittsburgh
Yon, Jon F. — Altoona
Young, Margaret — Greensburg



THE COLLEGE

PURPOSES
GENERAL INFORMATION
HISTORY
BUILDINGS
ADMISSION REGULATIONS
FEES, DEPOSITS, REPAYMENTS
SCHOLARSHIPS AND LOANS
REGULATIONS OF THE COLLEGE
SPECIAL SERVICES
STUDENT ORGANIZATIONS

PURPOSES OF THE COLLEGE

The State Teachers College at Indiana, Pennsylvania, recognizes the importance of general education for all students. The primary function of this college is to prepare every student intellectually, physically, spiritually, socially and professionally for adult life which will bring all of the rewards which come from the traditional liberal education which marks institutions of higher learning. The college recognizes that every teacher, whether he prepares himself to teach children in the elementary grades, in the high school, or in some special field needs a profound understanding of life values which comes from broad experiences in all areas of learning.

Intellectually. Every student who attends Indiana is challenged intellectually by a competent staff in those understandings and appreciations which are so essential to the educated person. In acquiring competence in language considerable emphasis is placed upon the importance of reading, writing, speaking, and listening in new comprehensive communication courses in which each student engages. To give the student rich background of heritage, he studies the cultures of the world, the history of mankind, his music, his art, and his literature. Every student is expected to know something of the physical world in which he lives and gains an insight into this area of learning through his courses in the physical sciences and the biological sciences. Recognizing that appreciations as well as understandings are essential to the liberally educated person, all students spend some time in courses which deal with the arts, especially in the graphic arts and in music.

Physically. The physical development of students, although recognized by the Greeks as essential, was for many years considered of little importance in institutions of higher education. Fortunately today, the mental and physical health of all college students has been given greater emphasis. At Indiana an attempt has been made to provide as many opportunities as possible for men students to participate in some kind of varsity athletics. This part of the physical development program has not been extended, however, at the expense of a broad physical activity program in which hundreds of men and women of the college participate. Athletics have been rightfully considered as a part of the program for physical development and not as a means of using the special talents of a relatively few students to provide advertising of questionable value for the college.

Spiritually. The State Teachers College at Indiana not only provides for the intellectual and physical development of a student, but also emphasizes those spiritual values so essential to a well adjusted personality. Here one will find more than a thousand students who are enrolled in, church-affiliated clubs in the town and

several hundred others who are active in the Student Christian Association, a co-educational religious organization. One will find weekly and monthly meetings of church groups, morning watches at times of religious holidays, monthly vesper services in which students participate and religious exercises conducted by students at the college convocations. One will find an active participation in a religion-in-life week at which time religious leaders of all faiths meet with students in large groups and in small discussion conferences to consider spiritual life problems. Indeed, spiritual growth of students at a state institution need not be neglected and it is not at Indiana.

Socially. No less important than the intellectual and physical development of a student is his personal and social growth. At Indiana there are on the campus more than eighty student organizations through which student participation provides an opportunity for personal and social development. The primary function of all these organizations is to assure for every student a chance to develop to the best of his ability desirable personal and social traits.

Emphasis is placed at the college upon student participation in the administration of college affairs. Most men and women students, through dormitory councils, make and enforce their own rules and regulations with respect to their living conditions. The student government of the college, through the student council, recommends rules and regulations for the administration of student affairs. All social activities of the college are carried out through the Student Cooperative Association which levies and collects the activity fee and prepares and administers its own budget. This Cooperative Association finances the college publications, the cultural life programs, the student bookstore, and student union and other services directly related to the students' social life.

At the present time the college is developing more fully its student personnel program. Beginning with an orientation program in the freshman year, which seeks to induct students into college life and social life, this student personnel service seeks to assist every student throughout his college career. Better coordination is now being sought among the various services of the college which are related to student welfare such as the instructional service, testing service, health service, clinical service, and others. An advisory program, which provides a faculty advisor for each student, guides effectively the personal and social growth of all students.

Professionally. The main function of the teachers college, however, is the professional preparation of the student for teaching in the public schools of the Commonwealth of Pennsylvania, acquired through experiences in professional education and in

the laboratory school. It is this unique function which Indiana is especially equipped to perform. Every student is given a broad understanding of the principles of child growth and development, the principles of learning and the principles of teaching. No longer is it believed that one who knows his subject field acquires in some subtle way the techniques and skills necessary to teach others. Even more important, however, is the practicum in teaching which only teachers colleges have the facilities and the staff to provide. On the Indiana campus, for example, is one of the most modern, well-equipped, and well-staffed laboratory schools in the Commonwealth. In this school, which is operated and administered exclusively by the college, are 350 students and 14 specially-trained supervisors whose sole responsibility it is to initiate students in the actual teaching situation.

At Indiana, there is a well-balanced and effective program for the intellectual, physical, spiritual, social, and professional growth of college students. The unique function of the teachers colleges is to be found in the professional preparation of students for this is the special task of this institution of higher learning. Even though the college does provide a sound liberal education for all, Indiana is a professional school and it maintains the special facilities and specially-trained staffs for the purpose for which it exists. Indiana seeks not only to provide a general education for all students but thorough professional education as well, for this is the main function of the college.

THE COLLEGE, PRESENT AND PAST

A state-owned and state controlled institution for higher education devoted exclusively to the preparation of teachers for the public schools of Pennsylvania, the State Teachers College at Indiana has six curricula all four years in length which lead to the degree of Bachelor of Science in Education and the Provisional College Certificate in the field of the student's election.

The following six curricula are offered:

An Elementary Curriculum designed primarily to prepare teachers for the kindergarten and grades one to six, inclusive.

A Secondary Curriculum designed primarily to prepare teachers for junior and senior high schools.

An Art Curriculum designed primarily to prepare teachers and supervisors of art in the public schools.

A Business Education Curriculum designed primarily to prepare teachers of commercial subjects in the public schools.

A Home Economics Curriculum designed primarily to prepare teachers of home economics in the public schools.

A Music Education Curriculum designed primarily to prepare teachers and supervisors of music in the public schools.

The college also trains guidance counselors, and gives a program leading to the master of education degree with a major in elementary education or a major in one of the secondary education fields.

In addition the college at Indiana now offers curricula leading to a bachelor of science degree in education for dental hygienists and public school nurses. Dental hygienists take two years work at an approved technical school and the last two at Indiana. Nurses take three years at an approved nursing school and an additional 45 semester hours work at Indiana.

The college is an approved and fully accredited member of the Middle States Association of Colleges and Secondary Schools and of the American Association of Colleges for Teacher Education, the two acknowledged accrediting agencies for institutions in this region. The fact that this college is a member of these two organizations is of immediate personal importance to the individual student in two ways: first, the student may transfer college credits from one approved institution to another without loss in case he finds it necessary to change colleges; and second, the student who is a graduate of an approved institution is eligible for a better teaching position.

Throughout the entire history of the College at Indiana, great emphasis has been placed on maintaining high academic standards and providing adequate facilities conducive to individual and group growth. The present record and reputation enjoyed by the College have evolved during an eighty year history. Growing out of the need for a teacher training institution in western Pennsylvania, the General Assembly passed an act in the legislative session of 1871 granting aid to the establishment of a normal school in the ninth district at Indiana.

The first building was completed and opened for students on May 17, 1875. This building, named John Sutton Hall in honor of the first president of the Board of Trustees, is still in use and in excellent condition. The steady growth of the school has caused a continuous expansion in its building program, which includes a men's dormitory, Walter Murray Whitmyre Hall, first occupied in September, 1952, and a new Leonard Hall, a classroom building first used in September 1954.

Many new buildings have followed that edifice of tradition —John Sutton Hall. The size and natural beauty of the college campus offer ample opportunity for recreation in an environment conducive to personal enjoyment. The main campus of the college originally 23 acres with one building is now composed of 62 acres

on which are located fifteen principal halls, twenty-five other buildings, and three athletic fields. The College Lodge, located a few miles from Indiana, is surrounded by 100 acres of wooded hillside. This not only offers opportunity for nature study by science and conservation classes but also provides an ideal setting for numerous social activities of the college.

In April, 1920, entire control and ownership of the school passed to the Commonwealth of Pennsylvania. In May, 1927, by authority of the General Assembly, the State Normal School became a college with the right to grant degrees. The name was then changed to the State Teachers College at Indiana, Pennsylvania.

Since the founding of the college in 1875, Indiana has graduated approximately 17,500 students, and since the college became a degree-conferring institution in 1927, about 8,000 degrees have been granted. Many of the graduates are organized into a strong Alumni Association with units active in many sections of Pennsylvania and also in New York, Michigan, and the District of Columbia. The Alumni Association cooperates with the college in many projects designed to better the college and for the welfare of the students.

Located in Indiana Borough, Indiana County seat, in the foothills of the Alleghenies at an elevation of about 1,300 feet, the Indiana College is ideally situated for cleanliness and beauty. The College is easily accessible by automobile over excellent state highway routes coming from all sections of the state. These leading routes are route 422 east and west, route 80 northeast and southwest, and route 119 north and south. Bus passenger services operate on frequent schedules to and from Indiana and all nearby cities and towns including Pittsburgh, Altoona, Johnstown, Butler, Punxsutawney, Kittanning, Dubois, Ridgway, New Castle and others. Indiana is also served by bus connections with the main line of the Pennsylvania Railroad at Johnstown and Pittsburgh.

GROUNDS AND BUILDINGS

The campus of the college at Indiana is frequently described as one of the most beautiful small college campuses in the country. The campus proper located in the central section of the Indiana community, contains about sixty-two acres of land twenty-three of which were in the original area. New athletic playing areas were recently acquired in the community area known as the Glassworks immediately southwest of the main campus. In the center of the campus is the historic oak grove about which are grouped the main buildings, forming three sides of a quadrangle. The rest of the campus is made beautiful by a careful distribution of shrubs, flowers and vines artistically arranged.

John Sutton Hall is the largest building. In addition to housing more than 600 women students, it contains the administrative offices, post office, parlors and recreation rooms, and the President's apartment. The ground floor contains the cooperative store, post office, an excellent laundry and ironing room, a shampoo room, and sorority rooms.

Thomas Sutton Hall, erected in 1903, an addition to John Sutton Hall, contains the kitchen, dining rooms, and dietitian's office on the first floor, and housing for fifty-two women students on the second and third floors.

Clark Hall, named in honor of Justice Silas M. Clark, a former member of the Board of Trustees, was erected in 1906 on the site of a building burned that year. It was used as a men's dormitory until 1924; since that time it has served as a dormitory for women. A coffee shop and lounge are on the ground floor.

The Library, Wilson Hall was erected in 1893 as the Model School and was named for A. W. Wilson, third president of the Board of Trustees. The building was completely remodeled in 1941 in order to provide suitable library facilities.

An instructional program in the use of library tools and reference books is carried on by the staff to develop needed skills in library use. The well organized general holdings of 60,000 volumes are enhanced by the reference collection, 350 current magazines, extensive files of bound and microfilmed magazines and newspapers, state and federal documents, pamphlets, and curriculum materials.

Most materials are available by the "open stack" system which encourages the habit of using books freely. Students having access to all library materials can broaden their education through browsing, as well as widen their interests through intellectual reading.

Comfortable reading areas have been arranged in the library. Exhibits and displays are frequently changed as a means of arousing interest and supplying information.

Leonard Hall, named for Jane E. Leonard, for many years preceptress of Indiana Normal School, was erected in 1903 as a recitation building, and was destroyed by fire on April 14, 1952. A new Leonard Hall was constructed by the General State Authority and opened in September, 1954. The new building contains classrooms, laboratories, faculty offices, and the Indiana Film Library.

David J. Waller Gymnasium was completed in 1928. It contains two gymnasiums, a fine swimming pool, and all the equipment that goes to make up an efficient physical-education plant.

Jean R. McElhaney Hall, completed in 1931 houses the art, business education, and home economics departments, one entire

floor being given to each department. This building, both in appearance and in equipment for efficient work, is recognized as one of the finest educational buildings in the state.

John S. Fisher Auditorium, completed in 1939, has a seating capacity of 1600, and a well-equipped stage large enough to accommodate a cast of 100 people. Its design facilitates the presentation of intimate drama to a small group or super-spectacles to capacity audiences. Light, air, and sound may all be mechanically controlled by the director of any presentation.

John A. H. Keith School, completed in 1939, provides for a complete elementary and junior-high-school program for observation and demonstration. The tenth year has been added to the junior high school, expanding it into a four-year organization. The junior high school provides for courses in the following fields: academic, commercial, home economics, and industrial arts. Facilities are provided for physical education, student clinics, a library, music and art studios. A fine demonstration room, with seats for 180 observers, is a unique feature of the building.

Elkin Hall and six acres of land were bought in 1947. The home has been renovated and houses the music education department.

Military Hall, a war-surplus structure erected in 1947, is located on Grant Street. It contains offices, storage rooms and three classrooms for the Reserve Officers Training Corps.

The College Lodge is an important location in the instructional and recreational life of the college. Owned by students and faculty, the 100 acres of wooded hillside with its rustic lodge and three shelter houses, not only offers opportunity for nature study by science and conservation classes, but is in frequent demand for picnics, meetings, and winter sports.

Houses owned by the College and bordering the campus are occupied principally as dormitories by men and fraternities.

Catawba House located at the corner of Maple Street and College Avenue provides facilities for group meeting rooms and serves as the headquarters for the Indiana Art Association.

Shawanese House located at 430 South Eleventh Street temporarily houses the Speech and Reading Clinics and the Psychological Clinic.

Cayuga House located at 524 Pratt Drive houses offices for English-speech faculty.

Whitmyre Hall, named for Walter M. Whitmyre, who retired as dean of men in 1954 after serving for thirty-seven years, was completed in 1952. The dormitory houses 220 men students, recreational

rooms, music practice rooms, the dean of men's apartment, the Student Union, which is a coeducational recreation center, and the Whitmyre Dining Hall.

The Greenhouse of the College is used as an experimental and demonstration laboratory by the Science Department in the conducting of biology courses.

The College Infirmary is located behind Cogswell Hall off S. 11th St.

Louise Stanley and Ellen Richards Houses, located at the rear of Cogswell Hall off S. 11th St., are used by the seniors of the home economics department for participating in practical home management problems based on actual family needs and expenditures.

Iroquois House on Grant Street is comfortably furnished and has convenient kitchen facilities. The Non-Resident Women's League uses the house as a headquarters and lounge for commuting women.

Home Economics School Lunchroom is located on the ground floor of Thomas Sutton Hall. Juniors enrolled in School Lunchroom Management I prepare and serve lunches to Keith School pupils, the College faculty and commuting students.

Student Union, a coeducational recreation center, is located in the south wing, first floor of Whitmyre Hall and contains a snack bar, dance floor, and other recreational facilities.

Memorial Athletic Field, developed in 1949 as a memorial to students and alumni who served their country in World War II, is located south of the main campus off Grant Street. This field, seating five thousand persons, is the site of intercollegiate football games.

Braves Field, a new athletic field of about 10 acres, is being developed off S. 11th and Glass Streets. Already placed there are a new baseball diamond and six all-weather tennis courts. The football stadium will later be constructed in this developing area.

Cogswell Hall, named in honor of Mr. and Mrs. Hamlin E. Cogswell, former music department chairman and his wife — a teacher who composed the Alma Mater, is located on South Eleventh Street. When completed, the building will house music and art classrooms, practice rooms and studios, and recital halls.

Langham Hall, named for Judge J. Nicholas Langham, Indiana County Judge for twenty years a longtime member of the Board of Trustees of the College, is located off Grant Street. When completed, this dormitory will house 185 men students, a large recreation room and lounge, study rooms, and quarters for a head resident.

Wahr Hall, named for Corinne Menk Wahr of the class of 1916 who left a large sum of money to the college for scholarship pur-

poses, is located immediately adjacent to Langham Hall. When completed, this dormitory will house 150 women students, recreation room and lounges, and quarters for a head resident.

Walsh Hall, named for Dr. Matthew J. Walsh longtime professor and dean of instruction at Indiana, is located to the immediate east of Wilson Hall. When completed this building will house science and mathematics classrooms for 200 students as well as faculty offices, lecture demonstration areas, a museum, and seminar rooms.

North side of Clark Hall.



ADMISSION REGULATIONS

Application Forms. Applicants for admission to Indiana State Teachers College should write to the Registrar requesting forms furnished by the College.

Summary of Steps for Admission

1. File the following documents with the Registrar of the College:
 a. Application and personnel record.
 b. Preliminary report of high school rank if the application is made before graduation.
 c. Complete record of high school credits after graduation.
 d. Medical blank filled out by family physician.
 e. Check or money order for advance deposit of twenty-five dollars.
2. Arrange through office of the Registrar to come to the college for personal interview.
3. Arrange through office of the Registrar to take necessary tests.
 a. College entrance examinations are required of all students.
 b. Art or music aptitude if art or music student.
4. Transfer students file an official transcript of college credits and statements of honorable dismissal with office of the Registrar.
5. Above steps completed, the application will be submitted to the Committee on Admissions for approval.
6. A formal letter of approval or rejection from the Registrar will indicate action taken on each application.

Requirements for Admission. Admission to the college is granted on the basis of satisfactory achievement with respect to the following items:

1. General scholarship as evidenced by graduation from an approved four year high school or institution of equivalent grade (as determined by the Credentials Division of the Department of Public Instruction.) All applicants must in addition take college entrance examinations including a general college ability test and a test of English usage.

Applicants for admission to the art curriculum must make a satisfactory rating on an art aptitude test administered at the college. In the music department applicants must attain a satisfactory rating on a music aptitude test and also by auditions in vocal and instrumental music give evidence of the necessary specialized abilities.

2. Integrity and appropriate personality as shown by an estimate by secondary-school officials of the candidate's trustworthiness, initiative, industry, social adaptability, personal appearance, and sympathy.

3. Health and physical vigor as indicated by emotional stability, absence of physical defects that would interfere with the successful performance of the duties of a teacher, and absence of a predisposition toward ill health as determined by a medical examination given by the family physician and confirmed by the college physician.

4. A personal interview with particular attention to personality, speech habits, social presence, expressed interests of the applicant, and promise of professional development. Specific information regarding interviews may be secured at any time by writing to the Registrar.

Test Dates. College entrance examinations are scheduled for one date each month throughout the college year. Applicants will be notified about test dates as soon as they have filed applications for admission.

Advanced Standing. The following regulations govern admission of students with advanced standing.

1. A student desiring to transfer from another college must submit an official transcript of the work taken at his former college together with a statement of honorable dismissal.

2. Credit will be given for acceptable courses pursued in accredited collegiate institutions in which the student has made a grade above the lowest passing grade in the institution in which the work was done. Where grades are marked on a percentage basis, work graded five percent above the minimum passing grade will be accepted.

3. All students who are candidates for a degree shall be required to arrange a program of studies approved by the Dean of Instruction. Any student desiring to pursue any part of this program at a different institution will be required to secure, in advance, the approval of such courses from the Dean of Instruction.

No credit can be given for correspondence work toward limited certification unless such work was completed previous to September, 1926.

A student transferring from another college will be required to meet the same requirements as any other applicant. A student transferring 64 hours or more will be excused from Freshman tests. Students transferring less than 64 hours may be excused from some or all Freshman tests if they have a transcript of their test record sent to the college.

Any other student must take the tests or submit his test records with his transcript of credit. No student may obtain a certificate or degree without a minimum residence of one year in this College. Junior Standing can be attained only after attendance at Indiana for one semester.

Absence and Tardiness. The college has no cut system of absenteeism. In case of absence or tardiness, the student will fill out a blank and present it to the teacher for admission to the class.

The teacher will pass judgment on the merits of the excuse and handle the matter accordingly.

The blanks will be available at any department office.

This plan puts the responsibility first upon the student, second upon the teacher, and third upon the Dean of Instruction, who may in turn furnish the adviser and the Dean of Men or the Dean of Women with whatever information is necessary for a follow-up.

Whenever a teacher feels that any student has been absent or tardy to an extent that might endanger scholastic standing, the teacher will report the fact promptly to the office of the Dean of Instruction.

Grades. The following grades are used in reporting the standing of students at the end of each semester or summer term: A, excellent; B, good; C, average; D, passed; F, failed; I, incomplete.

A grade of F can be cleared only by repeating the course in the regular way. The grade of I is used to record work which, so far as covered, is of passing grade, but is incomplete because of personal illness or other unavoidable reason. It must be made up within two months after the student returns to college.

Quality Points. Quality points are assigned as follows: Grade A, 4 quality points per semester hour; B, 3 quality points per semester hour; C, 2 quality points per semester hour; D, 1 quality point per semester hour or F, no quality points.

To qualify for graduation, a student must have secured twice as many quality points as the number of semester hours he has

earned in this college toward his degree. Quality points are not counted on grades from other schools and a student transferring from another school is held responsible for quality points only on work taken in this College.

Advisory System. Purpose of the advisory system is to assist the student in his orientation to college life. Each student is assigned to a faculty adviser who confers with him relative to his program, his activities, his academic work, the evaluation of his progress and his education in values. At mid-semester teachers make reports of unsatisfactory work to the student's adviser. The adviser consults with the student reported with the thought of assisting him to improve his status by the end of the semester.

Grade Reports. About a week after each semester or summer session a full report is given or mailed to every student. Parents do not receive reports as it is assumed that college students are sufficiently mature and trustworthy to report the facts to their parents.

Criteria Governing Continuance in College. It is expected that a student shall earn twelve hours and twenty-five quality points each semester to continue in good standing.

A student who has earned less than the foregoing but more than 17 quality points may continue on probation for one semester.

Each person shall be considered individually if his record is poor with a view to allowing exceptions because of personal illness, family conditions, or other circumstances.

Classification of Students. Students are placed in one of four classes according to progress towards graduation.

A freshman has less than 30 semester hours and 62 quality points.

A sophomore has at least 30 semester hours and 62 quality points but has not attained junior standing. (Transfers having 30 or more semester hours are so classified for one semester.)

A junior has applied for junior standing and has been approved. (See Junior standing explanation, Pages 28 - 30).

A senior has been approved for junior standing and has earned 96 or more semester hours. (Persons holding degrees may be classified as seniors.)

Junior Standing. The main purpose of junior standing is to assure certain students that success in the teaching profession is evident; also, that the college intends to recommend him as a teacher if he continues his progress at the same level.

Requirements established for junior standing emphasize the fundamental areas in which the student must develop. It is more than a look at the scholastic record although deficiencies in a student's education must be filled.

Formal admission to junior standing is a requisite for continuing the program in teacher education. Students will make application for admission to junior standing during their fourth semester which is just prior to the time they will be beginning an intensified program of professional work. The applications are taken under advisement for approval or disapproval by the Committee on Professional Standards.

Students must meet the following requirements to obtain approval for junior standing:

1. The scholastic record must be "C" average or better for the first two years of work taken by the student, with a minimum of 62 semester hours, and the student must continue in good standing.

2. A passing grade must be attained in Communication I and Communication II. Students who transfer English credits to Indiana and are given credit for Communication II must attain at least a "C" grade in Communication I. If less than a "C" is earned, it will be necessary for the student to take Communication II.

3. An adequate level of achievement as measured by the sophomore examinations in Reading, Writing, Mathematics, Social Studies, and Science will be required. A student who fails any one of the examinations must repeat the test or tests the next semeser or summer session he is in college. Some students may be advised to take additional course(s) in the areas where test scores are lowest.

4. The voice must be pleasing and free from objectionable qualities. Students who have failed to pass the speech test are required to take corrective work in the Speech Clinic until their deficiencies, if remediable, have been overcome. Irremediable cases are given special consideration by the committee.

5. A well-balanced record of extra-curricular activities should have been developed in college or home community.

6. The student must have the endorsement of his department. A student who fails to receive the endorsement of his department should clarify his standing with the department or change his major field.

Students who fail to meet the above requirements will be given one semester or summer session to make them up. Students who fail to clear up their deficiencies at the time of their second application will be limited in further professional training leading to certification, until the deficiency is made up.

In this procedure for junior standing the student is treated as an individual who has his own hopes, skills, and desires. Not everyone may be a successful teacher but the College hopes to aid every student in achieving a successful life. If in the junior standing process it is found that the student is not suited for the teaching profession, the college will endeavor to assist him in making an adjustment to a new objective.

Credentials will be examined by the Committee on Admissions and Professional Standards and decisions will be reached on the basis of all evidence available.

Eligibility for Student Teaching. No student will be permitted to do student teaching unless he holds a Certificate of Junior Standing. Also, he must continue to have a "C" average.

Student teaching in the summer session is restricted to those who have had previous student teaching in this school or several years of actual teaching experience. Application to do student teaching during the summer session should be made before May 15.

Select Curriculum For Degree Work. Every student entering the State Teachers College, Indiana, Pennsylvania, selects one of the six degree curricula offered at this College. All curricula are four years in length, and all lead to the degree of Bachelor of Science in Education or in some specific field of education and entitle the graduate to the Provisional College Certificate in the field of his election. Any student who desires to pursue any part of the selected curriculum at a different institution will be required to secure, in advance, the approval of such courses from the Dean of Instruction. Formal application for a degree and a certificate must be made by each candidate for a degree. Consult the individual curriculum for further details.

Provisional College Certificates. The Provisional College Certificate is issued to each graduate and entitles him to teach the subjects indicated on the face of the certificate for a period of three years. Three years of successful teaching and the completion of six semester hours of additional approved credit enables the holder to have his Certificate made permanent. This is a life certificate to teach the subjects in his field in any public school in the State.

The holder of a college certificate in the elementary field may be certified for teaching in the secondary field by adding about 30 hours in secondary education, including six hours' student teaching in the secondary grades, and securing 18 hours of approved credit in a major field or in each of several major fields of secondary education.

The holder of a college certificate in the secondary field or in one of the special fields who wishes to secure certification in the elementary field must secure 30 semester hours of approved training in work definitely organized for the preparation of elementary-school teachers.

GRADUATE PROGRAM AT INDIANA

The State Council of Education has authorized the State Teachers College in Indiana to offer a graduate program leading to the degree of Master of Education. The program is administered by a local Graduate Council and a Director of Graduate Studies. The program is designed to benefit the general classroom teacher and provides the opportunity for a major in elementary education. The program does not carry with it any special certifications. The principal characteristic of the Indiana graduate program is its primary objective — to help good teachers become better teachers. The curriculum includes work in the area of general studies, in the area of professional studies, in the area of foundations of education, and in the area of research techniques. Recent action of the State Council of Education has given the College at Indiana the right to give the master of education degree in the secondary education fields also.

Work taken in the Indiana graduate program may be used to make provisional college certificates permanent and at the same time count toward the Master of Education degree. The graduate program at Indiana has been approved by the Middle State Association of Colleges and Secondary Schools, and by the National Council for Accreditation of Teacher Education. Thus, graduate work completed at Indiana is transferable to other institutions.

Complete information on the Indiana graduate program, including admission requirements, is contained by the Graduate Bulletin. This Bulletin, as well as specific information relating to the Indiana program, may be obtained by writing directly to the Director of Graduate Studies, Indiana State Teachers College. Supplementary materials are available about the new programs in the various secondary education fields.

FEES, DEPOSITS, REPAYMENTS

(Subject To Change)

Basic Fee for Regular Session. The basic fee for each student in each curriculum is charged as follows:

	Semester
Elementary Curriculum	$72.00
Secondary Curriculum	72.00
Art Curriculum	90.00
Business Education Curriculum	84.00
Home Economics Curriculum	99.00
*Music Education Curriculum	117.00

This fee covers registration and the keeping of records of students, library, student welfare, health service (other than extra nurse and quarantine), and laboratory facilities.

Students taking FIVE or fewer semester hours shall pay at the rate of $11.00 per semester hour. Students taking more than FIVE semester hours shall pay the regular basic fees; basic fees for special curriculums shall be prorated on the basis of an eighteen semester hour load.

Housing Fee. The housing fee for students is $252.00 per semester. This includes room, meals, and limited laundry. For rooms with running water there is an added charge of $9.00 per student per semester. No reduction in the rate is to be made for laundry done at home or for absence of students who go home for a few days at a time.

Student Activity Fee. An activity fee is collected from all students and administered through the Student Co-operative Association under regulations approved by the Board of Trustees. This fee of $15.00 per semester covers the cost of student activities in athletics, lectures, entertainment, student publications, etc., and is payable in one sum for the semester at the time of registration. No activity fee is charged for Saturday campus and extension classes.

Late Registration Fee. Each student registering after the date officially set for registration is required to pay an additional fee of $1.00 per day until the student is in regular attendance (except when permission for late registration has been secured in advance from the President because of illness or other unavoidable causes), provided that the total amount of the late Registration Fee shall not exceed $5.00. The same regulation shall apply to approved inter-semester payments.

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*This fee includes private instruction for all work which may be assigned by the Director or by the student's adviser, but does not include fees listed under "Private Instruction in Music" on next page.

Fees For Out-Of-State Students. Students whose legal residence is out of the State of Pennsylvania, carrying the regular basic fee of $72.00 per semester plus an out-of-state fee of $118.00 per semester. Out-of-state-students enrolled in other curricula pay additional basic fees as follows: Art, $18.00; Business Education, $12.00; Home Economics, $27.00; Music Education, $45.00.

SPECIAL FEES

Private Instruction in Music. A charge of $24.00 per semester is made for one lesson per week in voice, piano, band or orchestral instruments to persons not registered in the music department. Members of the music department who wish additional private instruction other than that assigned by the Director (and included in their $90.00 contingent fee) pay the same rate for this extra private instruction.

The fee for practice use of piano, band, or orchestral instruments for one period per day is $6.00 per semester. The fee for practice use of the pipe organ one period per day is $36.00 per semester. If state-owned instruments are not available, the music department will assist in securing instruments from individuals for students at the current rate of $8.00 per semester.

Damage Fee. Students are responsible for damages, breakage, loss, or delayed return of college property.

Infirmary Fee. After three days in the college infirmary the College shall charge an additional $1.00 for each day. Day students admitted to the infirmary pay board at the rate of $3.00 a day. This charge includes the regular nurse and regular medical service but does not include special nurse or special medical service.

Degree Fee. A fee of $5.00 to cover the cost of a diploma must be paid by each candidate for a degree.

Transcript Fee. A fee of $1.00 is charged for the second and each subsequent transcript of records.

Delinquent Accounts. No student shall be enrolled, graduated, or receive a transcript of his records until all previous charges have been paid.

Other Charges. In addition to the above fees the average student will require approximately $50.00 per semester for books, gymnasium costume, student organization dues, etc.

Military Clothing Deposit. A deposit of $5.00 must be made by all students at the time of registration, if enrollment in the ROTC is included. Any balance remaining in the deposit after losses of military clothing have been deducted will be returned at the end of the college year, or sooner, if the student terminates his enrollment in the ROTC.

Advance Registration Deposit. A deposit of $25.00 must be made by all students when registration is requested. A check or money order for this amount must be drawn to the Commonwealth of Pennsylvania. If a money order is used it must be payable at Harrisburg, Pennsylvania. This is a guarantee of the student's intention to enter college for the term or semester designated. This money is deposited with the Department of Revenue to the credit of the student's basic fee.

Private Accounts. As a convenience to students, personal deposits may be made in the Student Co-operative Book Store and drawn against by countercheck from time to time. A small fee will be charged for this service.

East Campus looking North.



SUMMER SESSIONS FEES

Basic Fee for Six-Weeks Summer Session. The fee for the regular Summer Session is $11.00 per semester hour. A minimum basic fee of $33.00 is charged.

Basic Fee for Three-Weeks Pre- and Post-Sessions. The basic fee for the Pre- and Post-Sessions is $11.00 per semester hour. A minimum basic fee of $33.00 is charged.

Basic Fee for Special Curricula. In addition to the above fee for the summer sessions, students enrolled in the special curricula will pay the following additional basic fees:

	Summer Session	Pre-Session	Post-Session
Art	$ 6.00	$3.00	$3.00
Business Education	4.00	2.00	2.00
Home Economics	9.00	4.50	4.50
Music Education	15.00	7.50	7.50

Activity Fee. For the regular summer session the fee is $5.00 and for the pre- or post-summer sessions, $2.50.

Housing Fee. For the regular summer sessions the fee is $84.00 and for the pre- and post-sessions, $42.00. This fee includes room, meals and limited laundry. Rooms with running water carry an extra charge of $3.00 for the six weeks session. Students who request a double room to occupy alone pay an additional $2.00 per week.

Out of State Fees. Students who are not residents of Pennsylvania will pay a basic fee of $15.00 per semester hour with a minimum charge of $45.00 for each session. If enrolled in the special curricula they will pay the same special curriculum fees as resident students who are Pennsylvanians.

REPAYMENTS

No refunds will be made to students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from college.

For personal illness, if certified to by an attending physician, or for other reasons approved by the Board of Trustees, the housing and basic fees for that part of the semester which the student does not spend in college will be refunded.

TIME OF PAYMENTS

Payment in full of all Pre-Session fees June 8, 1959

Payment in full of all regular Summer Session fees . . June 24, 1959

Payment in full of all Post-Session fees August 10, 1959

Payment for the first half of first semester . . . September 9-12, 1959

Payment for the second half of first semester . . November 2-6, 1959

Payment for first half of second semester January 25-27, 1960

Payment for second half of second semester March 23-30, 1960

Payment for the entire semester may be made in September and January if desired. Above dates are for 1959-60. Dates for 1960-61 will be about the same. Exact dates for 1960-61 may be secured from the college registrar or business office.

HOW BILLS AND CHARGES ARE TO BE PAID

All bills, including basic fee, housing fee, extra room rent and special department fees are payable at least nine weeks in advance. Checks should be made payable to the Commonwealth of Pennsylvania. If a money order is used it must be payable at Harrisburg, Pennsylvania. Checks or money orders must be presented in the exact amount of the account. Book Store purchases are on a cash basis.

Students will not be permitted to enroll for any semester until all bills previously incurred have been paid; nor will credit be certified to other institutions or to the Department of Public Instruction until all overdue accounts have been paid.

Students desiring to leave school before the close of a semester must report to the president, dean of instruction, registrar and to the business office to settle all unpaid accounts.

Meal tickets for visitors can be obtained in the Slater Company office.

All checks must be made payable to the Commonwealth of Pennsylvania, except for the activity fee, which should be made payable to the Treasurer of the Student Co-operative Association.

SUMMARY OF FEES

(Subject to Change)

STUDENTS LIVING AT THE COLLEGE

First Semester

Description	Elementary Ed.	Secondary Ed.	Art Ed.	Bus. Ed.	Home Ec. Ed.	Music Ed.
AMOUNT DUE SEPT. 9-12, 1959:						
Basic (Contingent) Fee	$ 36.00	$ 36.00	$ 45.00	$ 42.00	$ 49.50	$ 58.50
Board, Room & Laundry.....	126.00	126.00	126.00	126.00	126.00	126.00
Total due Commonwealth of Pennsylvania	$162.00	$162.00	$171.00	$168.00	$175.50	$184.50

Please deduct the amount of the advance registration deposit you have paid from the basic fee payment due the Commonwealth in September.

AMOUNT DUE NOV. 2-6, 1959:						
Basic (Contingent) Fee	$ 36.00	$ 36.00	$ 45.00	$ 42.00	$ 49.50	$ 58.50
Board, Room & Laundry	126.00	126.00	126.00	126.00	126.00	126.00
Total due Commonwealth of Pennsylvania	$162.00	$162.00	$171.00	$168.00	$175.50	$184.50
Total due Commonwealth of of Penna. First Semester ..	$324.00	$324.00	$342.00	$336.00	$351.00	$369.00
ACTIVITIES FEE — Payable to Students Cooperative Ass'n..	$ 15.00	$ 15.00	$ 15.00	$ 15.00	$ 15.00	$ 15.00

Fees for the Second Semester are the same as the above.

STUDENTS NOT LIVING AT THE COLLEGE

First Semester

Description	Elementary Ed.	Secondary Ed.	Art Ed.	Bus. Ed.	Home Ec. Ed.	Music Ed.
AMOUNT DUE SEPT. 9-12, 1959:						
Basic (Contingent) Fee — Total Due Commonwealth of Pennsylvania	$ 36.00	$ 36.00	$ 45.00	$ 42.00	$ 49.50	$ 58.50

Please deduct the amount of the advance registration deposit you have paid from the basic fee payment due the Commonwealth in September.

AMOUNT DUE NOV. 2-6, 1959:						
Basic (Contingent) Fee — Total Due Commonwealth of Pennsylvania	$ 36.00	$ 36.00	$ 45.00	$ 42.00	$ 49.50	$ 58.50
Total Due Commonwealth of Penna. First Semester ..	$ 72.00	$ 72.00	$ 90.00	$ 84.00	$ 99.00	$117.00
ACTIVITIES FEE — Payable to Students Cooperative Ass'n..	$ 15.00	$ 15.00	$ 15.00	$ 15.00	$ 15.00	$ 15.00

Fees for the Second Semester are the same as the above.
Payment for the entire semester may be made in September and January.

SCHOLARSHIPS AND LOANS

State Scholarships. The Department of Public Instruction annually awards scholarships on the basis of competitive examinations held on the first Friday of May of each year. These are awarded in each county and senatorial district in the state. Each scholarship is worth $200 a year for four years and may be used at the State Teachers Colleges. Inquiries concerning State Scholarships should be sent to Dr. Charlot G. Coffroth, Assistant Director, Credentials Evaluation, Department of Public Instruction, Harrisburg, Pennsylvania.

Corinne Menk Wahr Scholarships. Through the generosity of Corinne Menk Wahr, Class of 1916, approximately fifteen scholarships are awarded each year to worthy students. The amounts range from one hundred to one hundred and fifty dollars, payable in the designated amount for each of four years. Applicants for Wahr Scholarships must be residents of Pennsylvania and must be interested in the teaching profession. Applications may be secured from the Registrar. In any one year as many as eighty students may be receiving a total of $8,500 of Wahr Scholarship money. Policy governing the scholarship fund is established by the Board of Trustees and administered by a committee appointed by the President of the College.

Each year seven scholarships worth $144.00 per college year are awarded to outstanding seniors from high schools in Armstrong, Blair, Cambria, Indiana, Jefferson, Somerset, and Westmoreland counties. Applications for these scholarships are made directly to the county superintendents of schools in the respective counties.

Seven Wahr merit recognition scholarships of fifty dollars each are given each year to students at the college for excellence in certain fields as follows: The student who excels in athletics; the student who contributes the most to campus welfare; the student who does the most to promote the fine arts; the student showing the most initiative in bringing new ideas or action to the Indiana campus; the student evidencing the most professional promise as a teacher; the student with the highest scholarship during the first three years of college; and the student who writes most effectively.

Clark Scholarship. The Lieutenant Alpheus Bell Clark Memorial Scholarship was established by Mr. and Mrs. Steele Clark, Cherry Tree, Indiana County, in memory of their son. The sum of fifty dollars will be awarded each semester to that young man or woman, a senior in the College and a resident of Indiana County, who in the opinion of a committee chosen by the President, best qualifies for the honor in terms of academic ability, leadership, and service to the College with preference going to a veteran, or a son or daughter of a veteran.

Morris Scholarships. The Helen Wood Morris Scholarships were established by Lieutenant-Colonel L. M. Morris, of Altoona in memory of his wife, a graduate of the College. The sum of one hundred dollars will be awarded annually to students selected by a committee named by the institution, one award to a sophomore, the other to a junior. Students chosen must be in the highest quarter of their class, must be in need of financial assistance, and must have demonstrated worthiness in terms of character, personality, leadership, and American citizenship.

Presser Foundation Scholarship. The Presser Foundation of Philadelphia will award a scholarship of $250 each year to a music student at the Indiana State Teachers College.

Kappa Delta Pi Scholarship. The Kappa Delta Pi Scholarship was established by the Beta Gamma Chapter of this college to honor that member of the sophomore class who is judged to be the ideal college student. This award of twenty-five dollars is made each year by a committee of the local chapter and is awarded on the basis of character, scholarship, and evidences of leadership.

American Federation of Women's Clubs Scholarships. Two scholarships of $100 each are offered annually to students in the art education department. Funds for these scholarships have been provided by the Western Pennsylvania Branch of the American Federation of Women's Clubs.

Syntron Foundation Scholarships. Through the Syntron Foundation of Homer City, four scholarships of $200 are awarded annually to freshmen. Preference is given to graduates of Homer City, Blairsville and Indiana High Schools. Sixteen scholarships good for four years are in effect each year. Aplications must be filed with with the Dean of Students by February 1.

Jane E. Leonard Memorial Loan Fund. This loan fund was established several years ago and has been built up largely through the work of the faculty and alumni. The fund now totals about $28,000. The governing board in charge of granting loans consists of a faculty committee appointed by the president of the College. The plan in operation provides for the granting of loans to sophomores, juniors and seniors with interest at two per cent, payable at maturity of the loan. In special cases of emergency a freshman may arrange for a short-term loan during his second semester in college. The maximum outstanding loan to any student cannot exceed $400.

Thirty-day loans not to exceed $20 are available to all students in cases of emergency. No interest is charged. These loans are available upon application to the Dean of Students, Dean of Men, or Dean of Women.

Men's Varsity "I" Loan Fund. The Men's Varsity I Club has built up a loan fund for members of varsity athletic teams in good standing. Members may borrow not more than $150.00 per year. Loans are made for a reasonable period of time and are interest free for the first year. Thereafter the interest rate is two per cent per annum.

Extension Homemakers Scholarships. Homemakers participating in the Home Economics Extension program contribute funds annually for scholarships to be given to sophomores, juniors or seniors who are majoring in home economics in several colleges in the state. Indiana awards four on the basis of 4-H experience, need, scholarship and other outstanding characteristics.

Ethyl V. Oxley Scholarships. Each year the Alumni of the Home Economics Department awards $50 scholarships to one, two or three outstanding students in the department. Awards are based on evidence of such characteristics as dependability, initiative in worthwhile professional experiences, accepting responsibility, social sensitivity and sincerity in dealing with people, sense of values, personality and scholarship.

Anonymous Mathematics Scholarship. An alumnus of the College has established a $50.00 scholarship award which is given annually to an upper classman in the mathematics department. The recipient is selected by the mathematics department faculty and is based on academic ability and need.

Veterans. Indiana is approved to offer training under the Korean G. I. Bill (Public Law 550) and Public Law 894 (disabled Korean veterans). Students who are entitled to training under one of these bills should contact the Dean of Men, who also serves as Veterans' Counselor, immediately after being accepted for admission to ndiana. The office of the Veterans' Counselor is in room 101, Whitmyre Hall.

Children of a deceased veteran whose death was due to service-related causes may be eligible for educational assistance from the Federal Government under Public Law 634 (War Orphans' Educational Assistance Act). Immediately upon acceptance to Indiana, men and women who may qualify for such assistance should contact Veterans Administration to determine their eligibility. They should report to the Dean of Men before registering at the College if the Veterans Administration approves their training under Public Law 634.

REGULATIONS OF THE COLLEGE

Enrollment in the College implies an agreement on the part of each student to comply with the customs of the College and to obey the regulations.

Women's Dining Room Policy. All freshman, sophomore, and junior women living in college dormitories of the college operated houses shall take meals in the college dining room unless excused by the Dean of Women for good cause. Senior women may eat in the dining room if they so desire. All arrangements for off-campus meals must be made with the Dean of Women before June 1 or January 15. Seniors living off campus who wish to eat in the dining room shall notify the Dean of Women before June 1 or January 15. This policy is subject to change at the close of any semester. Any changes in dining room status during the semester must be approved by the Dean of Women.

Women's Housing Policy. All minor single women except those living with immediate relatives, those working for room and board in approved private homes, graduates of other institutions, or veterans are required to live in college dormitories or college operated houses. Married women are expected to arrange for accommodations off campus.

Senior women will find living quarters in town. Names may be placed on a waiting list for dormitory space should such be available.

Note: Working for room and board constitutes the giving to twenty hours of work in exchange for room and meals. There shall be no exchange of cash monies except where the employer feels that the employee has done more than her share, or where extra work is done over and above the twenty hours.

Up to April 15, those students who have paid the advance deposit fee will have rooms assigned to them as follows: If they desire to keep the rooms they have, these rooms are re-assigned to them, unless for some reason it is felt wise or necessary to withdraw students from said rooms. As soon after April 15 as possible, the remaining rooms are chosen by lot. Only students who have paid the room reservation deposit may reserve a room for the following year. Otherwise, their assignment to a room is cancelled and they take a place on the list of entering students.

General supervision of the personal and social welfare of women students is exercised by the Dean of Women and head residents. Student body, faculty, and administration cooperate to maintain high standards of social life and conduct. Privileges are granted according to official class ratings based on academic achievement. Restrictions which are put upon the freedom of students are felt to be necessary for successful study and living conditions and for the well-being of the group.

Participation in dormitory government is vested in the Women's Collegiate Association, of which all resident women are automatically members. Representatives from each living unit make up the Council, which serves as a clearing house for discussing difficulties and making recommendations concerning dormitory problems. A Judicial Board administers and enforces association regulations.

Men's Housing Policy. Campus rooming facilities are under the supervision of head residents, student hall counselors or house heads responsible to the Dean of Men and in fraternity houses, under the supervision of fraternity presidents. This group assists the Dean of Men in effecting orderly procedures in resident living. All men, whether living on or off the campus, are expected to abide by the the rules and regulations of the College.

All freshmen, except those who commute from home daily, or who live with relatives, or who are married, shall live in one of the dormitories, or other college property when accommodations are available. Other non-commuting students entering Indiana for the first time shall live in college property when they can be acommodated.

Likewise, upperclass non-commuting men under 21 years of age, shall live in one of the dormitories or other college property when space is available unless excused by the Dean of Men. Assignments to one of the dormitories or college owned, non-fraternity houses will be made only when individuals cannot be accommodated in their own fraternity houses. Priority for assignments shall be to sophomores, juniors, and seniors, in that order.

Spaces not used in college owned fraternity houses by their members will be assigned to non-members at the discretion of the Dean of Men.

Non-commuting men who cannot be accommodated on the campus are expected to select rooms in town from an approved list compiled in the office of the Dean of Men. All financial arrangements are the responsibility of the student and the landlord.

The foregoing policy may be changed at the end of any semester.

Men's Dining Room Policy. Since the college is primarily a dormitory school where meals are provided, all non-commuting students are expected to take meals in the college dining hall, insofar as accommodations are available. The following statements are based on this policy.

1. All non-commuting freshman men and transfer students living in college buildings or college operated homes or renting rooms in town, shall eat in a college dining room unless excused by the Dean of Men.

2. Sophomore and junior men living in college property shall eat in a college dining hall when space is available unless excused by the Dean of Men. Senior men living in college property may eat at the college if they wish, provided space is available, but they shall make arrangements with the Dean of Men before June 1, or January 15.

3. Sophomore and junior men living in college buildings who wish to request exemption from eating in a college dining room shall make arrangements with the Dean of Men before June 1 or January 15.

4. Sophomore, junior and senior men living off campus who wish to eat in a college dining room may do so as long as space is available but they shall make arrangements with the Dean of Men before June 1 or January 15.

5. Cooking in rooms in college buildings is absolutely forbidden.

6. Assignments to a college dining room are on a semesterly basis except in cases of emergency and when excused by the Dean of Men.

7. This policy is subject to change at the close of any semester.

Baggage. All baggage is delivered to the basement of the dormitory to which the student is assigned. Luggage should be plainly marked with the student's name and, if the room assignment has been made, should also bear the room number. Students living in college owned or college controlled houses should mark their baggage with the street address.

Laundry. The laundry of all boarding students, to the extent of ten plain pieces per week, four of which may be ironed, plus towels, is done in the college laundry. All pieces sent to the laundry must be plainly marked with the owner's name identified by sewed-on name tapes. Cash's name tapes may be ordered in department stores, or mail orders may be sent direct to the J. & J. Cash, Inc., South Norwalk, Conn. Charges are nominal.

An excellent laundry and ironing room with modern equipment is maintained on the ground floor of John Sutton Hall for the free use of women students.

Student Supplies. Students who live in college dormitories are furnished bed linen and bedspreads. Each student must provide blankets, towels, soap, needed toilet articles, etc. Curtains and draperies are provided in Whitmyre Hall, John Sutton Hall, Clark Hall and Thomas Sutton Hall.

Students must also furnish their own gymnasium attire and towels. The Physical Education Department requires regulation gymnasium and pool equipment, which are purchased in the College Book Store.

Each student is required to own a good college dictionary, approved by the English Department. Such a dictionary costs about $6.00 and can be purchased in the College Book Store. Core courses in English require the dictionary as a standard text; other college courses use it extensively.

Vacation and Guest Charges. Students do not remain at the college during Thanksgiving, Christmas, Easter, or summer vacation. Students and teachers are responsible for meals of their guests at current transient rates. The transient rate for meals is as follows: breakfast, 50 cents; lunch, 75 cents; dinner, one dollar.

A charge of one dollar is made for overnight guests. Arrangements should be made with the House Director, or Dean of Women, or Dean of Men, depending on the dormitory involved.

Fire Precautions. Students are not permitted to use or to have stoves, heaters or cookers, or other equipment for producing fire or heat in their rooms. Such equipment is prohibited by fire regulations and will be removed and confiscated by the fire inspector.

Smoking in women's domitory rooms is absolutely forbidden, due to the fire hazard. Radios are permitted. Extension cords are not allowed, and double sockets only as approved by the electrician.

The Handbook. The Student Council publishes a handbook which is given to all students. This handbook contains information concerning college organizations, procedures, and routines and is a great help to all students. Another publication, the Freshman Information Booklet, is especially useful in the orientation of freshmen.

Day Students. Accommodations for women day students are provided in John Sutton Hall and Iroquois House. Similar quarters for men day students are located in Whitmyre Hall. Library facilities provide pleasant study conditions for non-resident students. Students through their House Committee assume responsibility for care and use of rooms set aside for them. Day students may purchase lunches in the College Cafeteria or Student Union.

SPECIAL SERVICES

College Infirmary. Off S. 11th Street behind Cogswell Hall is located the infirmary which is thoroughlyy equipped for all routine work. Three registered nurses are on the infrimary staff. Medical service is provided by a physican who comes daily to the infirmary. Twelve beds are available where resident students may have three days' free hospitalization. A fee of $1.00 is charged for each day after that. Commuting students are given free dispensary service and may be admitted to the infirmary for emergency hospitalization for which a fee of $3.00 per day from the first is charged. Free dispensary service is available to students in clinics conducted in the infirmary and in the Keith School.

Chest X-Rays. For several years the State Health Department has given chest X-rays to all freshmen and seniors free of charge. This service has been an important step in controlling and preventing tuberculosis in the State.

Office Hours. Monday through Friday: 8:00 A.M. to 12:00 Noon; 1:00 P.M. to 5:00 P.M. Saturdays: 8:00 A.M. to 12:00 Noon. Offices are not open Saturday afternoons and Sundays. Offices close at 4:00 P.M. in June, July and August.

Library Hours. Monday through Friday: 7:45 A.M. to 5:00 P.M.; 7:00 P.M. to 9:00 P.M. Saturday 7:45 A.M. to 5:00 P.M., Sunday: 2:30 P. M. to 5:00 P.M.

Special Clinics. Three clinics at the college offer diagnostic testing and remedial services in the following areas:

Psychological Clinic — personal, vocational, and educational counseling, and diagnosis of academic and behavior problems.

Reading Clinic — diagnosis and remedial programs for reading disabilities.

Speech Clinic — diagnosis and remedial programs for the speech handicapped.

These services are made available to the students regularly enrolled at the college as well as to supervisory officials and classroom teachers in the college service area without charge. College students who need help in any of the problem areas suggested above are encouraged to seek the help of the clinic concerned. Every effort is made to help students remove deficiencies which would interfere with their successful progress in college.

Reserve Officers' Training Corps. The United States Army has a unit of the Reserve Officers' Training Corps at the college. Male freshmen students are expected to take and pass one year of military science. Upon graduation from the regular college course and successful completion of the Reserve Officers' Training Corps Program, the student will receive a second lieutenant's commission in the United States Army Reserve. To make this program possible, deferments from the draft are issued to the students successfully meeting the College and ROTC requirements. Upon graduation, the former student serves on active duty for a period not to exceed two years, if called by the Secretary of the Army. This enables the student to obtain his college degree and then fulfill his obligation to his country. College credit for participation in the Reserve Officers' Training Corps is given in lieu of credit for physical education.

Placement Service. The services of the Placement Bureau are available to all students of the College who receive certification. The directors of the various departments take an active interest in the placement of their graduates. Co-ordination of effort

is secured through a central committee. The bureau supplies credentials to employers who are seeking applicants for positions and serves as a center where graduates may keep their records up-to-date. Alumni are using the bureau increasingly. Teaching positions are not guaranteed by the College, but Indiana's record of placement is one of the very best in Pennsylvania.

Student Employment. Students are employed on a part-time basis in a number of departments on the campus. Positions are filled on the basis of financial need and the special abilities required in certain jobs. Students are assigned to such jobs as waiters in the dining room, typists, office clerks, library assistants, relief switchboard and elevator operators, and janitors. Students in need of employment should file an application in the office of the Dean of Students. All assignments to student employment are made by this office. Except in cases of extreme necessity, freshmen should not seek employment, but should plan to concentrate on their college work.

THE SUMMER SESSIONS

The Summer School is an integral part of the year's work. Teachers in service and students in regular attendance can secure in the summer session three to twelve hours credit toward any certificate or toward graduation in any curriculum. The courses are planned primarily for those who have had previous work and for those who are accelerating their work. An effort is made to meet all reasonable requests of teachers who are working toward higher certification or toward graduation.

All courses given in the summer session require the same amount of time and are granted the same credit as if taken during a regular semester. The Summer School Bulletin will be mailed to anyone desiring more complete information regarding the courses to be offered.

Dates. Three sessions, two of three weeks and one of six weeks, are planned for the summer of 1959. The pre-session will open Monday, June 8 and close Friday, June 26. The main session statrs Monday, June 29 and continues to Friday, August 7. The post-session opens Monday, August 10 and closes Friday, August 28. It is thus possible for a student to secure three to twelve credits by attending the summer school. Dates for the summer of 1960 may be observed in the college calendar given on page 2 of this catalog.

Address Director of Summer Sessions for special bulletin indicating courses and activities of the Summer Session.

SATURDAY CAMPUS CLASSES

Saturday Campus Classes are held on the campus on Saturdays (generally between 9:00 A.M. and 1:00 P.M.). Courses are arranged according to the demand for them as indicated by teachers who are interested. This is not extension work. It is credited as "residence" work. Classes are scheduled to enable students to earn as much as six semester-hours credit each semester. Persons interested should write for a schedule of courses.

The basic fee for Saturday Campus Classes is $11.00 per semester hour of credit for students who are residents of Pennsylvania with a minimum basic fee of $33.00 and $15.00 per semester hour of credit for students other than residents of Pennsylvania with a minimum basic fee of $45.00. Not more than six semester-hours credit may be earned in one semester by one who is doing full time teaching.

Another form of adult education, using television



STUDENT GOVERNMENT

Student Council. The Student Council cooperates with the administration in the consideration of college problems which pertain to scholarships, school life, community relationships and professional development. The Student Council is active in recommending changes of policy to the administration and improving student life in general.

Student Cooperative Association. Each student enrolled in college pays, along with other fees, an Activity Fee of $15.00 a semester. This money, together with the profits made from the operation of the Cooperative Book Store, is used to finance the Student Cooperative Association.

The activities of this organization are extremely broad and have a great influence on the college life of the student body. In general a student is entitled to participate in the variety of activities provided by the Association through the use of his "I" card which is issued upon payment of the Activity Fee.

All students are entitled to attend college athletic contests, receive the weekly college paper "The Indiana Penn," a copy of the college yearbook "The Oak," attend all-college dances with music furnished by an orchestra, and other all-college parties and dances. Funds from the Association are provided to secure programs for the regular college convocations, motion pictures twice monthly, and also provide the student body with an active intramural program of athletics.

The finances of the Student Cooperative Association are administered by a Finance Committee appointed jointly by the President of the College and the Student Council.

The Cultural Life Series, sponsored by the College Student Cooperative Association, brings to the campus outstanding professional leaders in the fields of music, the dance, and contemporary affairs.

During recent years, this committee has presented Lottie Goslar's Pantomine Circus, Teddy Wilson's Concert Jazz, the Pittsburgh Symphony, the Don Cossacks, Ruth Page's Chicago Opera Ballet, Bambi Lynn and Rod Alexander Dance Jubilee, the Canadian Players in Shaw's "Devil's Disciple", Whittemore and Lowe, duo-pianists, Varel and Bailly with Les Chanteurs de Paris, Societa Corelli, and Emlyn Williams in Dylan Thomas' "A Boy Growing Up."

Women's Collegiate Association. This organization, composed of all women boarding students, aids in directing the affairs of women students who live in College property and college-controlled houses.

Men's Student Leagues are divided into the Resident and Non-Resident organizations. The former aids in directing the affairs of men students who live in college property while the latter represents non-resident men. The presidents of both organizations are members of the Student Council.

RELIGIOUS ORGANIZATIONS

Although non-denominational the college aims to be a positive religious influence. Students are encouraged to attend the churches of their choice on Sunday and to join the church clubs which offer opportunities for discussion and participation in religious programs. During the year College Vesper programs give opportunities for students to hear outstanding religious leaders of the country. The Christmas Pageant has become a tradition and attracts more people than any other one activity on the Campus.

Through such inter-religious organizations as the S.C.A. and denominational church clubs, students are afforded other avenues for experiences in Christian living in the form of religious meetings, social functions, and opportunities for community service. Attendance at area and district conferences provide opportunities for studying state, national and world religious problems. Another opportunity for religious participation is given in the Religion-in-life Week Program which extends over several days. Speakers and counselors from different denominations speak during this time and aid students in individual and group conferences.

DEPARTMENTAL GROUPS

The Art Department sponsors the Art Club to stimulate interest in art in the College community. Membership is open to all interested persons. The College Annual, "The Oak," the Art Education Conference, and the Annual Cooperative Exhibition are sponsored by the department and are supported financially by the Student Cooperative Association.

The Business Department sponsors the Junior Chamber of Commerce. Membership is open to all students in the department. This organization provides opportunities for its members to participate in professional meetings, service projects, and social activities. The department also sponsors two honorary fraternities in the field of Business Education. Pi Omega Pi is a national organization for both men and women. Gamma Rho Tau limits its membership to men in the department who meet the qualifications of the organization.

The Elementary Education Department sponsors a local branch of the Association for Childhood Education International. All the students of the department become members of this organization

which has for its purpose the promotion of the best possible education for children from the nursery school through the elementary grades.

A student planned professional and social program helps the members of the organization to achieve the purpose of the ACE.

The English and Speech Department sponsors three campus publications, all of which are underwritten financially by the Student Cooperative Association: "The Indiana Penn," weekly newspaper; "The Indiana Student Writes," annual collection of student creative writing; and "The Cue," the student handbook. Advisory responsibility of a literary nature is also assumed by the Department for "The Oak," the college annual. The Speech wing of the Department sponsors two organizations: "Masquers," an all-college group devoted to drama and the allied arts, and Sigma Alpha Eta, national professional fraternity for college students interested in speech correction and hearing. The English-Speech Club, whose membership includes all persons seeking certification in English and speech, holds a social-professional meeting once each year at the College Lodge.

The Foreign Language Department sponsors the Foreign Language Club, which is open to all students interested in foreign languages and cultures and to foreign students in attendance at Indiana.

The Geography Department sponsors two organizations: Alpha Omega Gamma Fraternity, a selected group of outstanding geography students, and the Geographical Society, open to interested students from all curricula. The latter group publishes he Geo-Rite, the departmental paper, offers a tutoring service, and manages the weather observation post, among other activiies.

The Home Economics Department sponsors a Freshman and an upper class Home Economics Club. Both are affiliated with the Pennsylvania and the American Home Economics Association. Delegates are sent to the regional workshop and to state and national conventions. Department majors join and work in the clubs as a preparation for such responsibilities as Future Homemakers of America organizations when teaching. Through club and other department activities such as Merry-Go, High School Day etc students gain experience in leadership.

The Mathematic Department sponsors a Mathematics Club for all students interested in mathematics. Social and professional meetings are held each semester.

The Military Science Department sponsors three extra-curricular activities: "The ROTC Drill Team" which affords the opportunity for students who excel in Leadership and Drill to demonstrate and develop their abilities by performing as a precision drill team; "The

ROTC Rifle Team" which develops proficiency in marksmanship; "The ROTC Band" a select group of student musicians who provide music for military formations.

Membership in these activities is open to members of the ROTC on a voluntary basis. Students of special abilities who wish to further their talents are encouraged to participate.

The Music Education Department sponsors many organizations: The College Choir, the Women's Chorus, the Men's Glee Club, The Mixed Chorus, the Marching Band, the Symphonic Band, the College Symphony Orchestra, the String Orchestra, numerous small ensembles, the Mellowmen, the Music Educator's Club, and Student Chapter Number One of the Music Educator's National Conference.

The Science Department sponsors the Science Club, an all-college club for those interested in Science. Membership includes students from practically all departments of the college, though naturally the Science Department is more strongly represented than any other department. Programs are provided by local talent or speakers from the outside. Outings and special trips as well as reports on special projects are included in the activities.

The Secondary Education Club is divided into groups. The largest group consists of all freshmen in Secondary Education. Its organization provides opportunities for the general social and professional development of student and helps to orient them at the beginning of their college life. The other groups are department organizations for students majoring in English and Speech, Geography, Foreign Language, Mathematics, Science, and Social Studies. Continued social and professional development are emphasized.

The Social Studies Department sponsors the Social Studies Society, which is concerned with political, economic and social issues at the local and national level. Affairs of the club are culminated each year by its participation in the Inter-Collegiate Conference on Government at Harrisburg. The department also sponsors the International Relations Club, which is concerned with international affairs and sends a delegation each year to the Middle States Model United Nations Assembly.

The Physical Education Department encourages the formation of sports clubs for those students who are interested in a particular sport.

Men's Varsity "I." The Varsity "I" Club is made up of members who have the distinction of winning at least one varsity "I" letter. The chief purpose of the club is to promote and foster good fellowship, sportsmanship, and a friendly feeling of cooperation among the athletes of this and rival colleges.

Women's Athletic Association Board. This group is composed of girls who have shown by participation, an interest in athletics. It organizes records of all candidates for awards and promotes extra-college and professional contacts for its own members.

Women's Athletic Association (ntramural Sports). The women's athletic activities provide opportunity for college women to practice and improve the skills and strategy learned in the required physical education program. The activities include volleyball, field hockey, tennis, badminton, archery, basketball, table tennis, bowling, softball and swimming. Each activity is set up in either round robin or double elimination tournaments and extends approximately over an eight weeks period. Intercollegiate Sports Days occasionally permit women to compete with other colleges. This opportunity to be hosts to visiting teams and guests at other colleges provides desirable social and educational experiences.

Men's Intramural Sports. A well-organized and varied program of sports and athletics is incorporated in the intramural program for men. The program includes the following sports: archery, badminton, tennis, ping pong, wrestling, swimming, track, basketball, volleyball, football (touch), softball, speedball, soccer and other out-door winter sports.

Women's Intramural Sports. The women's athletic activities provide opportunity for college women to learn a variety of sport skills. Each activity, including instruction, practice, and competition extends approximately over a nine-week period. Intercollegiate Sports Days occasionally permit women to compete with other colleges. This opportunity to be hosts to visiting teams and guests at other colleges provides desirable social and educational experiences.

Varsity Athletics. A well rounded program of varsity athletics is provided for the student interested in football, basketball, baseball, tennis, track, wrestling, and golf.

Red Cross Life Saving and Swimming. The college cooperates with the American Red Cross in conducting life saving and swimming classes in the college pool. Many students earn their Senior and Instructor's certificates in Life Saving. This enables these students to work in summer camps and city pools as life savers.

FUTURE TEACHERS OF AMERICA

The John A. H. Keith Chapter of the Future Teachers of America is a professional organization composed of all seniors and other interested students. Its purpose is "to quicken the interest of young people in the professional side of their educational careers." This organization provides an opportunity for active participation in both state and national education associations with which the seniors will later be associated.

CLASS ORGANIZATIONS

Each of the four classes—Freshman, Sophomore, Junior, and Senior—has a class organization, holds social and professional meetings, and sponsors a formal dance each year.

FRATERNITIES

Honorary Fraternities. The Beta Gamma Chapter of Kappa Delta Pi, an educational honor fraternity open to both men and women, was inaugurated in 1928. Only juniors and seniors of high scholastic attainment are eligible to membership. Pi Omega Pi, an honorary national fraternity for men and women in business education is represented on the campus by Kappa Chapter, formed in 1929. Beta Chapter of Gamma Rho Tau, an honorary fraternity for men in business education, was organized in 1929. The Tau Chapter of Kappa Omicron Phi, a national honorary home economics sorority, was established on the campus in June, 1940. The Alpha Lambda Chapter of Delta Phi Delta, a national honorary art fraternity, was installed on the campus, March 30, 1946. Alpha Omega Gamma is a local honorary fraternity in geography, organized in 1927. Sigma Alpha Eta, a national professional speech and hearing fraternity, was installed at the college in 1952. Alpha Psi Omega, a national honorary dramatic fraternity, was installed at Indiana in 1953. Zeta Tau Chapter of Phi Mu Alpha Sinfonia, national honorary professional music fraternity for men was installed May 21, 1953. The Delta Sigma Chapter of Delta Omricon, a national professional music fraternity for women, was installed March, 1953. Pi Gamma Mu, honorary social studies fraternity, was approved in 1958.

Social Fraternities. The college believes that fraternities afford opportunities to young men and women for maintaining scholarship, for developing social poise, and for contributing to the life of the campus, of the community, and of the world at large. Therefore the college encourages the formation of enough fraternity chapters on campus so that every man and every woman who cares to belong to one may have the opportunity.

Men's Fraternities. Seven fraternities, six national and one local, have chapters at Indiana. The following fraternities are in operation.

1. Delta Gamma Phi, a local fraternity, was organized at Indiana in April, 1957.

2. Gamma Pi Chapter of Delta Sigma Phi became a national social fraternity on April 26, 1953. It was organized originally as a local fraternity in December, 1950.

3. The Omega Chapter of Kappa Delta Rho, became a national social fraternity on April 24, 1955. It was organized originally as a local fraternity in February, 1952.

4. Xi Chapter of Sigma Phi Epsilon, a national social fraternity was established on January 5, 1932. Between this date and 1909 it had been both a local and a national professional fraternity under other names.

5. The Pi Chapter of Sigma Tau Gamma, a national educational and social fraternity, was established on November 8, 1930.

6. Delta Rho Chapter of Tau Kappa Epsilon, a national social fraternity, was established January 30, 1955. This group was originally organized as Phi Alpha Zeta in 1929. Prior to that date it was known by another name, having been established as a fraternal group on June 4, 1908.

7. Epsilon Eta Chapter of Theta Chi, was installed at Indiana on November 2, 1957. It was originally a local fraternity, Delta Sigma Nu, organized in 1949.

Inter-fraternity Council. This group is composed of the president, and another member of each of the seven social fraternities operating on the campus. Its purpose is to promote understanding and cooperation among the fraternal groups and to regulate inter-fraternity affairs.

Women's Fraternities. Ten national women's fraternities have chapters on the campus: Alpha Sigma Alpha, Alpha Sigma Tau, Beta Sigma Omicron, Delta Zeta, Phi Mu, Pi Kappa Sigma, Sigma Kappa, Sigma Sigma Sigma, Theta Sigma Upsilon, and Zeta Tau Alpha.

Panhellenic Council. The Panhellenic Council is composed of twenty-one representatives, two representatives from each fraternity and a faculty adviser. The purposes of the Panhellenic Council are, to promote a spirit of friendship and cooperation among the fraternities of the college; to encourage chapters to support all campus activities that promote the welfare of the fraternities and of the college; and to regulate matters of common welfare to the fraternities.

ENROLLMENT BY CURRICULA

First Semester 1958-59

	Men	Women	Total	Total By Curricula
Elementary Curriculum:				
1st year	23	163	186	
2nd year	19	146	160	
3rd year	20	117	137	
4th year	15	93	108	
			——	591
Secondary Curriculum:				
1st year	294	139	433	
2nd year	189	85	274	
3rd year	113	61	174	
4th year	101	44	145	
			——	1026
Art Curriculum:				
1st year	18	38	56	
2nd year	22	27	49	
3rd year	10	17	27	
4th year	11	15	26	
			——	158
Business Curriculum:				
1st year	105	52	157	
2nd year	58	35	93	
3rd year	25	21	46	
4th year	41	24	65	
			——	361
Home Economics Curriculum:				
1st year	0	78	78	
2nd year	0	83	83	
3rd year	0	48	48	
4th year	0	53	53	
			——	262
Music Curriculum:				
1st year	29	42	71	
2nd year	27	25	52	
3rd year	29	27	56	
4th year	26	23	49	
			——	228
Total	1175	1451	2626	2626

ENROLLMENT BY COUNTIES

County	Total	County	Total
Adams	1	Jefferson	49
Allegheny	519	Juniata	1
Armstrong	139	Lackawanna	4
Beaver	74	Lancaster	6
Bedford	11	Lawrence	49
Bers	5	Lebanon	4
Blair	106	Lehigh	1
Bradford	1	Luzerne	4
Bucks	2	Lycoming	1
Butler	57	McKean	39
Camhbria	270	Mercer	37
Cameron	1	Mifflin	2
Carbon	2	Montgomery	4
Centre	12	Northampton	3
Chester	4	Northumberland	5
Clarion	18	Perry	1
Clearfield	76	Philadelphia	2
Clinton	4	Potter	7
Crawford	35	Schuylkill	1
Cumberland	11	Snyder	3
Dauphin	8	Somerset	87
Delaware	4	Tioga	5
Elk	38	Venango	20
Erie	41	Warren	14
Fayette	38	Washington	52
Forest	2	Westmoreland	282
Franklin	7	York	10
Fulton	7		
Greene	8	Total Penna. Students	2611
Huntingdon	14	Out of State Students	15
Indiana	403	Total	2626

SUMMARY ENROLLMENT First Semester 1958-59

Full-Time Students — Regular College Curricula	2626	
Full-Time Students — Nurses, Indiana Hospital	21	
Total Full-Time Students		2647
Part-Time Students — Undergraduate	122	
Part-Time Students — Graduate Studies	120	
Total Part-Time Students		242
TOTAL COLLEGE ENROLLMENT		2889
Enrollment Keith (Laboratory) School		358
Enrollment Summer Sessions 1958		
Pre Session:		
Undergraduate Students	778	
Workshop	41	
Extension	24	
Total Undergraduate Students		843
Graduate Studies		55
Total Pre Summer Session Enrollment		898
Main Session:		
Undergraduate Students		860
Graduate Studies		95
Total Main Summer Session Enrolmment		955
Post Session:		
Undergraduate Students		636
Graduate Studies		49
Total Post Summer Session Enrollment		685

Views and Scenes

at

State Teachers College

Indiana, Pennsylvania























The Curricula

KEY FOR COURSE NUMBERS:

Courses for freshmen are numbered in the 100's, sophomores in the 200's, juniors in the 300's and seniors in the 400's.

Course numbers with zeros are common to all curricula.

Required courses are numbered between 1 and 50 and elective courses are numbered between 51 and 100, within each 100.

Elective courses open to sophomores, juniors, and seniors are listed in the 200's. Elective courses open to juniors and seniors are listed in the 300's.

Special Note: Students must get permission to schedule a course numbered higher than the year of his classification.

Key to Abbreviations Used in Course Numbers

Art—Art
Bus—Business
Ed—Education
El—Elementary
EngS—English-Speech
Fr—French
Geog—Geography
HE—Home Economics
HPe—Health & Physical Education
Math—Mathematics
MS—Military Science
Mus—Music
Psy—Psychology
PSN—Public School Nursing
Sci—Science
SS—Social Studies
Sp—Spanish

DEPARTMENT OF ART EDUCATION

ORVAL KIPP. Chairman

The art department of the State Teachers College, Indiana, Pennsylvania, presents an approved curriculum leading to the degree of bachelor of science in art education. Graduates of this curriculum receive from the State Department of Public Instruction the college provisional certificate which certifies them to teach and supervise art in the elementary and secondary schools of the Commonwealth.

Opportunities in art are limited only by the initiative and imagination of the individual, for any degree of talent can find a useful and important place among the three hundred professions which require art training. The teaching profession needs art teachers of good character with highly developed artistic ability, broad cultural background, and a sound philosophy of education. Art education offers to outstanding high school graduates the opportunity for a good life in the service of their country.

Student teaching, an important practicum of Indiana's art curriculum, gives the student actual experience in art education in his senior year. This experience covers the teaching and supervision of arts and crafts in the primary, elementary, junior and senior high schools. Eligibility for student teaching requires the student to measure up to the standards of the college in the academic, professional education, and art fields during his first three years of college study.

The art department cooperates with the Director of Teacher Training and the college placement bureau in assisting graduates to obtain positions and to advance themselves professionally.

A student's expenses for a college year of thirty-six weeks amount to approximately $750.00. Books and art supplies are extra The student begins to equip his professional art studio and his professional library at this time. He should not take the chance of hampering his career as a student or as an artist-teacher with inadequate equipment. These fees are subject to change. The budget for a semester includes:

Contingent Fee (payable in two installments) . .	$ 90.00
Housing Fee (Payable in two installments)	252.00
Activity Fee	15.00
	$357.00

CURRICULUM IN ART EDUCATION

Sequence of courses subject to change for administrative purposes

FIRST SEMESTER

	Hours Clock	Sem.
Art 111 Drawing and Composition	4	2
Art 113 Elem. Color and Design	4	2
Art 115 Survey of Art	4	2
EngS 101 Communication I (English I (3-3) and Speech I (2-2))	5	5
Ed 101 Professional Orientation	3	3
HPe 101 Health	2	2
	22	17

SECOND SEMESTER

	Hours Clock	Sem.
Art 112 Advanced Color & Design	4	2
Art 114 Costume Design	4	2
Art 116 Crafts in Elem. Schools	4	2
Art 118 Drawing and Lettering	6	3
Art 120 Mechanical Drawing	4	2
EngS 102 Communication II (English II (3-3) and Speech II (2-2))	5	5
HPe 102 Physical Education I	2	1
	29	17

THIRD SEMESTER

Art 211 Commercial Art	6	3
Art 213 Modeling	4	2
Psy 201 General Psychology	3	3
Mus 101 Introduction to Music	3	2
EngS 201 Literature I	2	2
SS 201 History of Civ. I	3	3
HPe 203 Physical Education II	2	1
	23	16

FOURTH SEMESTER

Art 212 Art History	2	2
Art 214 Elementary Industrial Arts	4	2
Art 216 Interior Design	4	2
Art 218 Pottery	4	2
Psy 302 Educational Psych. and Eval. Tech	3	3
EngS 202 Literature II	2	2
SS 202 History of Civ: II	3	3
HPe 204 Physical Education III	2	1
	22	17

FIFTH SEMESTER

Art 311 Advanced Crafts	6	3
Art 313 Art in Elem. Educa	2	2
Art 315 Drawing and Painting	6	3
Art 317 Theater Arts	6	3
Sci 101 Basic Biology	4	3
SS 303 Hist. of U.S. and Pa	3	3
	27	17

SIXTH SEMESTER

Art 312 Aesthetics	2	2
Art 314 Adv. Oil & W.C. Painting	4	2
Art 316 Art in Second Educ	2	2
Art 318 Industrial Design	6	3
Art 320 Pict. Express. & Illus	4	2
Sci 102 Basic Phys. Science	4	3
Geog 101 World Geography	3	3
	25	17

SEVENTH OR EIGHTH SEMESTER

Art 451 Elective	8	4
Art 412 Graphic Media	4	2
SS 401 American Government	3	3
HE 403 Home and Family Living or HE 402 Introduction to Philosophy	3	3
Ed 301 Audio Visual Educ	3	2
	21	14

SEVENTH OR EIGHTH SEMESTER

Ed 421 Student Teaching	30	12
Ed 422 Professional Practicum including School Law	2	2
	32	14

DEPARTMENT OF BUSINESS EDUCATION

ALBERT E. DRUMHELLER, Chairman

The State Department of Public Instruction has especially designated the State Teachers College at Indiana as one in which teachers of business for the high schools of the Commonwealth may be trained. The curriculum is four years in length, leading to the degree of bachelor of science in education. Those who complete the work as outlined are prepared either to supervise or teach business subjects in any of the high schools of the Commonweaalth and are certified accordingly. An excellent opportunity is available here for men and women of high calibre who possess the ability, personality, and ambition requisite for success in this type of work.

Equipment — The department is well equipped with modern office machines. Instruction is given on electric and manual typewriters, full keyboard adding-listing machines, ten key adding-listing machines, rotary calculators, key driven calculators, mimeographs, spirit duplicators, Dictaphones, and bookkeeping machines. Regular replacement of equipment assures students of modern machines kept in good repair.

The Business Department sponsors the Junior Chamber of Commerce. Membership is open to all students in the department. Outings are held at the College Lodge in the fall to welcome freshmen and in the spring to honor seniors. Professional meetings provide opportunities for students to take part in panel discussions and to hear outstanding leaders in business education and in the business world. Members of the organization participate in service projects which the organization sponsors.

Business Practice Department. This is a complete business community in itself, and includes not only the procedure but also the actual atmosphere and environment of modern business. It is equipped for efficient and up-to-date work.

Expenses. The expense for a college year of 36 weeks will amount to about $725.00 for boarding students. This will cover board, laundry, activity, and contingent fees. The costs for one semester are itemized below, but are subject to change.

Basic Fee (Payable in two installments)	$ 84.00
Housing Fee (Payable in two installments)	252.00
Activity Fee	15.00
	$351.00

CURRICULUM IN BUSINESS EDUCATION

Sequence of courses subject to change for administrative purposes

FIRST SEMESTER	Hours Clock	Sem.	SECOND SEMESTER	Hours Clock	Sem.
HPe 101 Health	2	2	HPe 102 Physical Education I	2	1
EngS 101 Communication I English I (3-3) Speech I (2-2)	5	5	EngS 102 Communication II English II (3-3) Speech II (2-2)	5	5
Art 101 Introduction to Art	3	2	Mus 101 Introduction to Music	3	2
Sci 102 Basic Physical Science	4	3	Sci 101 Basic Biology	4	3
Ed 101 Professional Orientation	5	3	Bus 111 Business Mathematics I	3	3
Geog 101 World Geography	3	3	Bus 131 Typewriting I	5	2
	22	18		21	16

THIRD SEMESTER	Combined Sequence	Stenog. Seq.	Acctg. Seq.	Selling Seq.
HPe 103 Physical Education II	2—1	2—1	2—1	2—1
EngS 201 Literature I	2—2	2—2	2—2	2—2
Bus 212 Business Mathematics II	3—3	3—3	3—3	3—3
Bus 221 Accounting I	5—3	5—3	5—3	5—3
Bus 235 Business Law I	3—3	3—3	3—3	3—3
Bus 241 Business Organization and Finance	2—2	2—2	2—2	2—2
Bus 261 Shorthand I	5—3	5—3		
Bus 232 Typewriting II	5—2	5—2	5—2	5—2
FOURTH SEMESTER				
HPe 204 Physical Education III	2—1	2—1	2—1	2—1
Psy 201 General Psychology	3—3	3—3	3—3	3—3
EngS 202 Literature II	2—2	2—2	2—2	2—2
Bus 236 Business Law II	3—3	3—3	3—3	3—3
Bus 251 Accounting II	5—3		5—3	5—3
Bus 262 Shorthand II	5—3	5—3		
Bus 271 Typewriting III	5—2	5—2		
Elective		3—3	3—3	3—3
FIFTH SEMESTER				
Psy 202 Educ. Psych. and Evaluative Tech	3—3	3—3	3—3	3—3
Bus 311 Problems in Business Education	3—3	3—3	3—3	3—3
Bus 321 Business Correspondence	2—2	2—2	2—2	2—2
Bus 331 Retailing I	3—3	3—3	3—3	3—3
Bus 352 Accounting III	3—3		3—3	
Bus 363 Shorthand III — Transcription	5—3	5—3		
Bus 335 Clerical Practice and Office Machines			5—3	5—3
Elective				2—2
SIXTH SEMESTER				
SS 201 History of Civilization	3—3	3—3	3—3	3—3
Ed 301 Audio-Visual Education	3—2	3—2	3—2	3—2
Bus 312 Methods of Teaching Business Courses	3—3	3—3	3—3	3—3
Bus 353 Accounting IV	3—3		3—3	
Bus 364 Secretarial Practice	5—2	5—2		
Bus 335 Clerical Practice and Office Machines	5—2	5—2		
Bus 332 Retailing II	3—3			3—3
Bus 354 Tax Accounting	3—3			
Elective		3—3	4—4	4—4
SEVENTH SEMESTER				
SS 303 History of United States and Pennsylvania	3—3	3—3	3—3	3—3
Bus 415 Economics I	3—3	4—3	4—3	4—3
SS 401 American Government	3—3	3—3	3—3	3—3
HE 403 Home and Family Living OR	3—3	3—3	3—3	3—3
SS 402 Introduction to Philosophy	3—3	3—3	3—3	3—3
Bus 455 Accounting V	3—3		3—3	
Bus 433 Retail Selling III — Store Practice	18—6			18—6
Elective		3—3	2—2	
EIGHTH SEMESTER				
Ed 421 Student Teaching	30—12	30—12	30—12	30—12
Ed 422 Professional Practicum	2—2	2—2	2—2	2—2



Intending art teachers dig-in on individual creative art projects.



Students get some instruction in safety education from an "old hand."

DENTAL HYGIENIST DEGREE CURRICULUM

The Board of Presidents of the State Teachers College approved on November 17, 1950, a curriculum for dental hygienists leading to the degree of bachelor of science in education. The requirements shown below must be met.

1. The satisfactory completion of an accredited two-year curriculum for the preparation of dental hygienists approved by the State Dental Council and Examining Board.
2. The licensing of the student by the proper state authorities.
3. The satisfactory completion in addition thereto of 64 semester hours of professional and general education courses distributed as follows:

General Education		42
EngS 101 and 102 Communication I and II.. or English I & II (6-6) and Speech I & II (4-4)	10	
Fine Arts	4	
Art 101 Introduction to Art (3-2)		
Mus 101 Introduction to Music (3-2)		
Geography	4	
Geog 101 Geography of United States and Pa. (3-3)		
SS 201 and 202 History of Civilization I & II (6-6)	6	
EngS 201 and 202 Literature I & II (4-4)	4	
Social Studies	12	
SS 401 American Government (3-3)		
SS 252 Principles of Economics (3-3)		
SS 303 History of United States and Pa. (3-3)		
SS 251 Principles of Sociology (3-3)		
Education		11
Ed 101 Professional Orientation	3	
Psy 201 General Psychology	3	
Psy 302 Educational Psychology and Evaluative Techniques	3	
Ed 301 Audio-Visual Education	2	
Electives		11
Total		64

In each category above, credit will be given for equivalent courses pursued in the two-year dental hygiene curriculum. In such cases students will be permitted to increase their electives by the number of semester hours so credited.

Electives may be chosen with the approval of the dean of instruction from any field or curriculum offered at the college in which the student is enrolled.

In the case of dental hygienists who have had less than two years of special training on the basis of which they have been licensed by the State Dental Council and Examining Board such persons will pursue additional courses in college to fulfill the requirements for the degree.

ELEMENTARY EDUCATION DEPARTMENT

P. DAVID LOTT, Chairman

The elementary curriculum is planned to prepare students to teach children who are enrolled in kindergarten, primary and intermediate grades. Upon completion of work in this curriculum, the student will receive the degree of bachelor of science in education and a college provisional certificate which will entitle the graduate to teach in the public schools of Pennsylvania.

During the four years of preparation, emphasis is placed on the philosophy that the function of the elementary teacher is to guide the development of children and to provide learning experiences which are real and meaningful, and planned to meet the individual needs of children in the classroom.

Students in the elementary division are members of the elementary club which is affiliated with the Association for Childhood Education International. This organization sponsors many professional and social activities during the college year.

The elementary education department at the State Teachers College believes that high school graduates, both men and women, who are interested in the teaching profession will find the elementary field an area of professional endeavor worthy of consideration. Teaching in the elementary grades has gained status in recent years in the Commonwealth of Pennsylvania, and a state mandated salary schedule now gives equal recognition to elementary teachers. Graduates find little difficulty in securing positions at the grade level and in the type of community in which they wish to teach. The teacher placement service at the college will assist the new graduate in locating vacancies in his field of interest. The graduate will find, as experience and background increases, unlimited opportunities in a great variety of work other than classroom teaching and can direct graduate work in related fields of specialization. Included in these fields would be administration, supervision, speech correction, special education, reading consultant, curriculum coordinator, testing, and higher education.

FEES

(Subject to Change)

Basic Fee (Payable in two installments)	$ 72.00
Housing Fee (Payable in two installments)....	252.00
Activity Fee	15.00
	$339.00

SPECIALIZATION AND ELECTIVES

Provisional college certificates issued on the basis of the four year elementary curriculum are valid for kindergarten and grades I and VI inclusive and for grades VII and VIII if not in a regularly organized and approved junior high school or in junior-senior high school.

CURRICULUM IN ELEMENTARY EDUCATION

Sequence of courses subject to change for administrative purposes

FIRST SEMESTER

	Hours Clock	Sem.
EngS 101 Communication I	5	5
or English (3-3) and Speech I (2-2)		
Mus 101 Introduction to Music	3	2
Sci 101 Basic Biology	4	3
HPe 101 Health	2	2
Geog 101 World Geography	3	3
	17	15

SECOND SEMESTER

	Hours Clock	Sem.
EngS 102 Communication II	5	5
or English II (3-3) and Speech II (2-2)		
Art 101 Introduction to Art	3	2
Ed 101 Professional Orientation	3	3
Sci 102 Basic Physical Science	4	3
HPe 102 Physical Education I	2	1
Geog 102 Geography of the United States and Penna.	3	3
	20	17

THIRD SEMESTER

SS 201 History of Civilization	3	3
EngS 201 Literature I	2	2
El 213 Art for the Elementary Grades	3	2
El 211 Music for the Elementary Grades	3	2
HPe 203 Physical Education II	2	1
Psy 201 General Psychology	3	3
El 221 Children's Literature	3	3
	19	16

FOURTH SEMESTER

SS 202 History of Civilization II	3	3
EngS 202 Literature II	2	2
El 214 Teaching of Art in the Elementary Grades	3	3
El 212 Teaching of Music in the Elementary Grades	3	3
HPe 204 Physical Education III	2	1
El 222 Teaching of Reading	3	3
Electives	3	3
	19	18

FIFTH OR SIXTH SEMESTER

El 314 Teaching of Health and Physical Education	3	2
SS 301 History of U. S. and Pa. I	3	3
El 311 Science for the Elementary Grades	3	3
Psy 302 Educational Psychology and Evaluative Techniques	3	3
Electives	6	6
	18	17

FIFTH OR SIXTH SEMESTER

El 312 Teaching of Elementary Science	3	3
El 313 Teaching of Arithmetic	3	3
Psy 215 Child Development	3	3
Ed 321 Student Teaching and Direction of Pupil Activities	15	6
	24	15

SEVENTH OR EIGHTH SEMESTER

SS 302 History of U. S. and Pa. II	3	3
SS 401 American Government	3	3
HE 403 Home and Family Living or SS 402 Introduction to Philosophy (3-3)	3	3
Ed 301 Audio-Visual Education	3	2
Electives	5	5
	17	16

SEVENTH OR EIGHTH SEMESTER

El 411 Teaching of Social Studies and Geography	3	3
El 413 Teaching of Language	3	3
Ed 422 Professional Practicum including School Law	2	2
Ed 421 Student Teaching and Direction of Pupil Activities	15	6
	23	14

DEPARTMENT OF HOME ECONOMICS

OPAL T. RHODES, Chairman

Graduates from this department receive a college provisional certificate valid for any vocational or general home economics position in the public schools of Pennsylvania. They are qualified to manage or supervise a school lunch program. A minor in some fields of certification is possible. The bachelor of science degree in home economics, which they receive, is recognized for entrance to graduate courses.

Employment opportunities are unexcelled. Many times the number of graduates could be placed annually. All are well qualified for a later profession, homemaking. The academic course in high school is desirable but not required.

The home economics curriculum includes a good general education, instruction in all phases of homemaking, and professional preparation. Important special phases of home economics education include experiences working with:

(1) The nursery school for children two, three and four years of age.
(2) The lunchroom where laboratory school children, commuting students, and faculty are fed while juniors learn to manage a school lunch program.
(3) The home economics club which is affiliated with the state and national organizations.
(4) Two home management houses with babies under a year old where senior students learn all phases of homemaking.
(5) Student teaching as residents of a community similar to the one where they will soon be teaching.
(6) Adult education work.
(7) Cooperation with the elementary program at the campus school.

Through professional orientation, seminars, methods, and student teaching students are guided in out-of-class, home, community, and employment experiences which develop confidence, poise, dependability, and desirable self-assertiveness as well as leadership, skill, and managerial ability.

Expenses for the school year of 36 weeks amount to $678.00. The costs for one semester are itemized below, but are subject to change.

Basic Fee (payable in two installments)	$ 99.00
Housing Fee (Payable in two installments)	252.00
Activity Fee	15.00
	$366.00

CURRICULUM IN HOME ECONOMICS EDUCATION

Sequence of courses subject to change for administrative purposes

FIRST SEMESTER

	Hours Clock	Sem.
EngS 101 Communication I (English I (3-3) and Speech I (2-2))	5	5
Ed 101 Professional Orientation	3	3
HE 113 Household Care & Equipment	4	2
HE 111 Foods I	6	3
Sci 102 Basic Physical Science	4	3
H Pe 102 Physical Education I	2	1
	24	17

SECOND SEMESTER

	Hours Clock	Sem.
EngS 102 Communication II (English II (3-3) and Speech II (2-2))	5	5
Art 101 Introduction to Art	3	2
HE 112 Clothing I	6	3
HPe 101 Health	2	2
Sci 101 Basic Biology	4	3
Mus 101 Introduction to Music	3	2
	23	17

THIRD SEMESTER

SS 201 History of Civilization I	3	3
EngS 201 Literature I	2	2
Sci 173 Inorganic Chemistry	5	3
HPe 203 Physical Education II	2	1
HE 211 Foods II	6	3
HE 213 Principles of Design	4	2
HE 215 Home Furnishing	4	3
	26	17

FOURTH SEMESTER

SS 202 History of Civilization II	3	3
EngS 202 Literature II	2	2
HE 212 Nutrition	4	3
Sci 277 Organic and Biological Chemistry	5	3
HPe 204 Physical Education III	2	1
HE 216 Clothing Selection	3	2
HE 214 Clothing II	4	2
	23	16

FIFTH SEMESTER

Geog 101 World Geography	3	3
HE 313 School Lunchroom Mgt. I	9	3
Sci 366 Bacteriology	4	2
Psy 201 General Psychology	3	3
Ed 301 Audio Visual Education	3	2
Psy 215 Child Development	2	2
HE 311 Home Care of Sick	2	1
	26	16

SIXTH SEMESTER

SS 303 History of U.S. and Pennsylvania	3	3
Psy 302 Educational Psychology and Evaluative Techniques	3	3
HE 314 Textiles and Clothing Economics	4	2
HE 312 Housing	2	2
Elective	5	5
	17	15

SEVENTH SEMESTER

SS 401 American Government	3	3
HE 411 Family Relations	2	2
HE 415 Methods in Home Economics (Vocational)	8	4
HE 413 Consumer Economics	2	2
HE 417 Clothing III	4	2
Ed 422 Professional Practicum	2	1
Ed 422 School Law	1	1
	22	15

EIGHTH SEMESTER

HE 412 Nursery School Child	4	2
HE 414 Home Management	9	3
HE 416 Family Finance	2	2
Ed 421 Student Teaching	20	8
	35	15

DEPARTMENT OF MUSIC EDUCATION

H. S. ORENDORFF, Chairman

The State Teachers College at Indiana is authorized by the State Department of Public Instruction to offer the curriculum for the preparation of supervisors and special teachers of music.

Opportunities in Music Education. The increased recognition of music as a fundamental part of our educational program is serving to emphasize to superintendents and school boards the importance of selecting as the music teacher an individual of strong character and personality who has a soundly developed musicianship and a broad educational outlook.

The demand for well-prepared teachers capable of forceful leadership in music is such as to offer excellent opportunity for future success to superior high school graduates whose interest and abilities lead them to select the teaching of music as their profession.

The college has the faculty and equipment to offer and to carry out successfully every phase of the preparation and development of public school music teachers and supervisors.

The Music Education curriculum is designed to prepare teachers of music for all grades in the public schools. Although the development of musicianship is emphasized considerably, there is also a thorough foundation of general education.

FEES

(Subject to Change)

The fees for a college year of 36 weeks amount to $714.00 The costs for one semester are itemized below, but are subject to change. Books and supplies are extra.

Basic Fee (covering the cost of class instruction, private lessons, piano rental)	$117.00
Housing fee	252.00
Activity Fee	15.00
	$384.00

The statement on private instruction fees found under fees, page 29 does not apply to the students enrolled in the music education curriculum. The above itemized statement of costs includes all fees charged for enrollment in the music education curriculum.

CURRICULUM IN MUSIC EDUCATION

Sequence of courses subject to change for administrative purposes

FIRST SEMESTER

	Hours Clock	Sem.
EngS 101 Communication I English I (3-3) Speech I (2-2)	5	5
Sci 102 Basic Physical Sc. (Acousitcs)	4	3
Ed 101 Professional Orientation ..	3	3
HPe 101 Health	2	2
Mus 111 Solfeggio I	3	2
Mus 117 *Applied Music	9	3
	26	18

SECOND SEMESTER

	Hours Clock	Sem.
EngS 102 Communication II English II (3-3) Speech II (2-2)	5	5
Sci 101 Basic Biology	4	3
Art 101 Introduction to Art	3	2
Mus 102 Eurythmics I (Physical Education)	2	1
Mus 112 Solfeggio II	3	2
Mus 118 *Applied Music	9	3
	26	16

THIRD SEMESTER

SS 201 History of Civilization I..	3	3
EngS 201 Literature I	2	2
Mus 203 Eurythmics II (Physical Education)	2	1
Mus 213 Solfeggio III	3	2
Mus 211 Theory of Music I.....	5	4
Mus 217 *Applied Music	9	3
Mus 215 Survey of Music Literature	2	1
Mus 219 Conducting I (Choral) ..	3	1
	29	17

FOURTH SEMESTER

SS 202 History of Civilization II ..	3	3
EngS 202 Literature II	2	2
HPe 204 Physical Ed. III	2	1
Ed 301 Audio Visual Education ..	3	2
Mus 212 Theory of Music II	5	4
Mus 218 *Applied Music	9	3
Mus 220 Conducting II (Instrumental)	3	1
	27	16

FIFTH SEMESTER

SS 303 History of U. S. & Pa	3	3
Psy 201 General Psychology	3	3
Mus 313 Theory of Music III.....	3	3
Mus 311 History of Music I	3	3
Mus 315 Methods I (Elementary)..	4	3
Mus 317 *Applied Music	9	3
	25	18

SIXTH SEMESTER

Elective 353-357	3	3
Psy 302 Educational Psychology and Evaluative Techniques..	3	3
Mus 314 Theory of Music IV.....	3	3
Mus 312 History of Music II	3	3
Mus 316 Methods II (High School).	3	2
Mus 318 *Applied Music	9	3
	24	17

SEVENTH SEMESTER

SS 401 American Government	3	3
HE 403 Home & Family Living or SS 402 Introduction to Philosophy..	3	3
Mus 411 Methods II (Instrumental).	3	2
Mus 415 Orchestration	3	2
Geog 101 World Geography	3	3
Music (Elective) 353-357	3	2
	18	15

EIGHTH SEMESTER

Ed 422 Professional Practicum	2	2
Ed 421 Student Teaching and Direction of Pupil Activities.	30	12
	32	14

* See Page 129 for a specific outline of requirements and electives.

PUBLIC SCHOOL NURSING DEGREE CURRICULUM

The Board of Presidents of the State Teachers Colleges approved on January 19, 1951, a curriculum for public school nurses leading to the degree of bachelor of science in education. The requirements shown below must be met.

1. The satisfactory completion of a three year curriculum in an approved school of nursing and registration by the State Board of Examiners for the Registration of Nurses of Pennsylvania.

2. The satisfactory completion of forty-five (45) semester hours of additional preparation distributed as follows:

A. Courses Related to Public School Nursing

	Semester Hours	
PSN 301 Public School Nursing	2	
PSN 302 Public School Organization	2	
PSN 401 Public Health Nursing	6	
PSN 402 Nutrition and Community Health	2	
PSN 403 Family Case Work	3	
TOTAL		15

B. General and Professional Education

	Semester Hours	
SS 303 History of the United States and Pennsylvania	3	
EngS 101 Communication I	5	
SS 201 History of Civilization I or II	3	
EngS 201 Literature I or II	2	
SS 401 American Government	3	
Ed 101 Professional Orientation to Education	3	
Psy 302 Educational Psychology	3	
Ed 301 Audio-Visual Education	2	
Electives	6	
TOTAL		30
GRAND TOTAL		45

In the case of nurses with less than three years preparation for registration, such persons will pursue additional courses to meet the requirements for the degree.

DEPARTMENTS IN SECONDARY EDUCATION

JOY MAHACHEK, Coordinator

Students preparing to teach the academic subjects in the secondary school will choose their courses from the curriculum in secondary education. That curriculum is four years in length, requires 128 semester hours properly chosen for completion, and leads to the degree of bachelor of science in education and the provisional college certificate which entitles the holder to teach the subjects written on the face of the certificate in any junior or senior high school. Besides completing the courses listed under "Curriculum in Secondary Education," a student in that curriculum must meet the certification requirements in two fields, in one of which he must have at least 24 semester hours, and in the other at least 18 semester hours. He may choose his two fields from the following: aeronautics, biology, chemistry, English, French, geography, guidance, mathematics, physical sciences, physics, science, social studies, Spanish, and speech; and fit the necessary courses into his program as electives.

Students should note that requirements for specialization in some areas are above the minimums listed. For course descriptions and department requirements see pages 72 to 153.

There are excellent opportunities for teachers in the secondary school. Trained teachers are needed to develop its changing curriculum and to prepare its students for the obligations and privileges of democracy.

The broad background and specific knowledge necessary for such teachers can be obtained by completing satisfactorily the required courses, by developing thoroughly their major interests and by making the best use of their professional training in the 12 hours of student teaching done under the careful supervision of training teachers.

FEES

(Subject to Change)

Basic Fee (Payable in two installments)	$ 72.00
Housing Fee (Payable in two installments)	252.00
Activity Fee	15.00
	$339.00

CURRICULUM IN SECONDARY EDUCATION

Sequence of courses subject to change for administrative purposes

FIRST SEMESTER

	Hours Clock	Sem.
EngS 101 Communication I	5	5
EngS 103 or English I (3-3) EngS 105 and Speech I (2-2)		
Sci 101 Basic Biology	4	3
HPe 101 Health	2	2
Geog 101 World Geography	3	3
Electives	2	2
	16	15

SECOND SEMESTER

	Hours Clock	Sem.
EngS 102 Communication II	5	5
EngS 104 or English II (3-3) EngS 106 and Speech II (2-2)		
Sci 102 Basic Physical Science	4	3
HPe 102 Physical Education I	2	1
Ed 101 Professional Orientation	3	3
Math 111 Fundamentals of Mathematics	3	3
Electives	2	2
	19	17

THIRD SEMESTER

SS 201 History of Civilization I	3	3
EngS 201 Literature I	2	2
Art 101 Introduction to Art	3	2
HPe 203 Physical Education II	2	1
Sci 211 Science in Modern Civilization	3	3
Electives	6	6
	19	17

FOURTH SEMESTER

SS 202 History of Civilization II	3	3
EngS 202 Literature II	2	2
Mus 101 Introduction to Music	3	2
HPe 204 Physical Education III	2	1
Electives	9	9
	19	17

FIFTH SEMESTER

SS 301 History of the United States and Penna. I	3	3
Ed 301 Audio-Visual Education	3	2
Psy 201 General Psychology	3	3
Electives	8	8
	17	16

SIXTH SEMESTER

SS 302 History of the United States and Penna. II	3	3
Ed 312 Problems of Secondary Education including Guidance	3	3
Psy 302 Educational Psychology Evaluative Techniques	3	3
Electives	7	7
	16	16

SEVENTH SEMESTER

SS 401 American Government	3	3
HE 403 Home and Family Living or SS 402 Introduction to Philosophy	3	3
Electives	9	9
	15	15

EIGHTH SEMESTER

Ed 421 Student Teaching and Direction of Student Activities	30	12
Ed 422 Professional Practicum including School Law	2	2
	32	14

Graduation requirements for this curriculum include specialization in not less than two teaching fields.

1. The first field shall require the number of semester hours as indicated below:
 24 sem hours — French, General Speech, Geography, Mathematics, Spanish
 30 sem. hours — Biological Science, History, Physical Science.
 35 sem. hours — Chemistry, English, Physics.
 36 sem. hours — Social Studies.
 38 sem. hours — Field of Science.
2. The second field shall require — Minimum of 18 sem. hours except for Social Studies which requires 21.

A student may be given the privilege of taking an examination in any subject matter area for the purpose of securing exemption from taking a required course. A student shall be given credit for a course in which he registers and in which he demonstrates competence by a qualifying examination.

For course descriptions see pages 78 to 161.

THE REQUIRED AND ELECTIVE COURSES IN EACH FIELD OFFERED IN THE CURRICULUM IN SECONDARY EDUCATION

BIOLOGICAL SCIENCE

First Field—30 s. h.
Second Field—18 s. h.
Basic Biology may be omitted.

Required:

	Hours Clock	Sem.
Sci 151 Botany I	6	4
Sci 152 Botany II	6	4
Sci 161 Zoology I	6	4
Sci 162 Zoology II	6	4
Ed 451 *Teaching Science in the Secondary School	3	3

Electives: at least one course to be selected from each group below:

Group 1—Field Courses

Sci 353 Field Botany	5	3
Sci 371 Ornithology	5	3
Sci 372 Entomology	5	3
Sci 373 Ecology	5	3
Sci 363 Field Zoology	5	3
Sci 375 Conservation	5	3

Group 2—Laboratory Courses

Sci 364 Vertebrate Anatomy	5	3
Sci 365 Physiology	5	3
Sci 366 Microbiology	5	3
Sci 374 Parasitology	5	3
Sci 279 Genetics	5	3
Sci 365 Anatomy & Physiology	5	3

CHEMISTRY

First Field—35 s. h.
Second Field—18 s. h.
Required: Basic Physical Science may be omitted

Sci 171 Inorganic Chemistry I	6	4
Sci 172 Inorganic Chemistry	6	4
Sci 181 Physics I	6	4
Sci 182 Physics II	6	4
Sci 273 Qualitative Analysis	7	3
Sci 274 Quantitative Analysis	7	3
Ed 451 *Teaching Science in the Secondary School	3	3

Electives:

Sci 275 Organic Chemistry I	6	4
Sci 276 Organic Chemistry II	5	3
Sci 277 Biological Chemistry	6	3
Sci 377 Physical Chemistry	5	3
Sci 378 Colloidal Chemistry	6	3
Sci 379 Industrial Chemistry	5	3
Sci 380 Chemistry of Food and Nutrition	5	3
Sci 381 Water Analysis	4	2

ENGLISH

First Field—35 s. h.
Second Field—18 s. h.

Required:

	Hours Clock	Sem.
EngS 101 Communication I (5-5)	3	3
EngS 102 Communication II (5-5)	3	3
EngS 201 Literature I	2	2
EngS 202 Literature II	2	2
Ed 451 *Teaching English in the Secondary School	3	3

Electives:

EngS 251 American Literature	3	3
EngS 151 English Literature	3	3
EngS 254 World Literature	3	3
EngS 356 Pre-Shakespearean Literature	3	3
EngS 357 Shakespeare	3	3
EngS 352 Eighteenth Century Literature	3	3
EngS 257 The Romantic Movement	3	3
EngS 358 Victorian Literature	3	3
EngS 354 Literary Criticism	3	3
EngS 256 Modern Drama	3	3
EngS 355 The Novel to 1870	3	3
EngS 351 Contemporary Novel	3	3
EngS 256 Short Story	3	3
EngS 353 Essay	3	3
EngS 254 Contemporary Poetry	3	3
EngS 255 Literature of Biography	3	3
EngS 361 Advanced Composition	3	3
EngS 363 English Philology	3	3
EngS 362 Creative Writing	3	3
EngS 161 Journalism	3	3

FRENCH

First Field—24 s. h.
Second Field—18 s. h.

Required:

Fr 151 Fr 152 Elementary French I & II	6	6
Fr 251 Fr 252 Intermediate French	6	6
Fr 251 Fr 252 Intermediate French III & IV	6	6

	Hours Clock	Sem.
Electives:		
Fr 361 French Literature through 18th Century	3	3
Fr. 362 Nineteenth Century French Literature	3	3
Fr. 363 Twentieth Century French Literature	3	3
Fr. 253 Special Projects	3	3

FIELD OF SCIENCE

First Field Only—38 s. h.

Required: Basic Biology and Basic Physical Science may be omitted

Sci 151 Botany I	6	4
Sci 252 Botany II	6	4
Sci 161 Zoology I	6	4
Sci 262 Zoology II	6	4
Sci 171 Inorganic Chemistry I	6	4
Sci 172 Inorganic Chemistry II	6	4
Sci 281 Earth Science	4	3
Sci 181 Physics I	6	4
Sci 182 Physics II	6	4
Ed 451 *Teaching Science in the Secondary School	3	3

GENERAL SPEECH

First Field—24 s. h.

Second Field 18 s. h.

Required:

EngS 101 Communication I (5-5)	2	2
EngS 102 Communication II (5-5)	2	2
Ed 451 *Teaching Speech in the Secondary School	2	2

Electives:

EngS 281 Phonetics and Voice	3	3
EngS 171 Oral Interpretation	3	3
EngS 271 Play Production	3	3
EngS 273 Stagecraft, Scenic Design and Lighting	3	3
EngS 375 Debate, Group Discussion and Parliamentary Procedure	3	3
EngS 172 Radio I	3	3
EngS 272 Radio II	3	3
EngS 374 Creative Dramatics and Story Telling	3	3
EngS 373 Costume and Make-up	3	3
EngS 371 Choral Speaking	3	3
EngS 372 Community Dramatics and Pageantry	3	3
EngS 381 Speech Development and Improvement	3	3
EngS 183 Speech Problems	3	3
EngS 376 T.V. in Educ.	3	3

GEOGRAPHY

First Field—24 s. h.

Second Field—18 s. h.

Required:

Geog 101 World Geography	3	3
Ed. 451 *Teaching Geography in the Secondary School	3	3

Electives: at least one course to be selected from each group below

Group 1—Earth Studies

Geog 251 Climatology	3	3
Geog 252 Geology	3	3
Geog 253 Meteorology	3	3
Geog 254 Physiography	3	3
Geog 255 Cartography	3	3

Group 2—Economics

Geog 151 Economic Geography	3	3
Geog 351 Commercial Air Transportation	3	3
Geog 352 Conservation of Natural Resources	3	3
Geog 353 Geographic Influences in History	3	3
Geog 354 Trade and Transportation	3	3

Group 3—Regional Studies

Geog 102 Geography of the United States and Pennsylvania	3	3
Geog 355 Geography of Pennsylvania	3	3
Geog 356 Geography of Asia	3	3
Geog 357 Geography of Africa and Australia	3	3
Geog 358 Geography of Europe	3	3
Geog 359 Geography of the Far East	3	3
Geog 360 Geography of Latin America	3	3
Geog 361 Geography of the United States and Canada	3	3
Geog 362 World Problems in Geography	3	3
Geog 363 Field Courses (as approved)	3	3

GUIDANCE

Second Field Only—18 s. h.

	Hours Clock	Sem.
Required:		
Ed 251 Fundamentals of Guidance	2	2
Ed 252 The Use of Tests in Guidance	3	3
Ed 351 Counseling Techniques	3	3
Ed 253 Occupational Information	3	3
Ed 352 Case Studies	3	3
Ed 353 Organization and Administration of Guidance (Including curricular and extra-curricular programs)	4	4
Electives:		
Ed 455 Clinical Techniques in Guidance	3	3

HISTORY

First Field—30 s. h.
Second Field—18 s. h.

Required:		
SS 201 History of Civilization I	3	3
SS 202 History of Civilization II	3	3
SS 301 History of U. S. and Pennsylvania I	3	3
SS 302 History of U. S. and Pennsylvania II	3	3
Ed 451 *Teaching Social Studies in the Secondary School	3	3
Restricted Electives:		
(Students in History as a first field will elect at least one course from each group.)		
United States History		
SS 361 Contemporary United States History	3	3
SS 362 American Constitutional History and Law	3	3
SS 363 Diplomatic History of the United States	3	3
European History		
SS 371 Renaissance and Reformation	3	3
SS 372 History of Europe since 1815	3	3
SS 373 History of Europe since 1815	3	3
SS 374 Twentieth Century World	3	3
Regional History		
SS 379 History of Pennsylvania	3	3
SS 374 History of England	3	3
SS 375 History of Far East	3	3
SS 376 History of Middle East	3	3
SS 377 History of Latin America	3	3
SS 378 History of the Twentieth Century World	3	3
SS 378 History of England	3	3
SS 379 History of Pennsylvania	3	3
SS 380 History of Russia	3	3

MATHEMATICS

First Field—24 s. h.
Second Field—18 s. h.

	Hours Clock	Sem.
Required:		
Math 151 Math Analysis I	4	4
Math 152 Math Analysis II	5	5
Math 153 College Algebra	3	3
Math 154 Trigonometry	3	3
Math 155 Analytic Geometry	3	3
Math 251 Calculus I	3	3
Math 252 Calculus II	3	3
Ed 451 *Teaching Mathematics in the Secondary School	3	3
Electives:		
Math 253 Advanced College Algebra	3	3
Math 256 Spherical Trigonometry and Navigation	3	3
Math 362 Statistics	3	3
Math 353 History of Mathematics	3	3
Math 355 College Geometry	3	3
Math 354 Field Work in Mathematics	3	3
Math 351 Calculus III	3	3
Math 254 Mathematics of Finance	3	3

PHYSICAL SCIENCE

First Field—30 s. h.
Second Field—18 s. h.
Basic Physical Science may be omitted.

Required:		
Sci 171 Inorganic Chemistry I	6	4
Sci 172 Inorganic Chemistry II	6	4
Sci 181 Physics I	6	4
Sci 282 Physics II	6	4
Ed 451 *Teaching Science in the Secondary School	3	3
Electives: to be selected from Chemistry, Earth Science or Physics.		

PHYSICS

First Field—35 s. h.
Second Field—18 s. h.

Required:		
Sci 181 Physics I	6	4
Sci 282 Physics II	6	4
Sci 275 Inorganic Chemistry I	6	4
Sci 276 Inorganic Chemistry II	6	4
Ed 451 *Teaching Science in the Secondary School	3	3
Electives:		
Sci 283 Magnetism and Electricity	6	4
Sci 284 Mechanics	6	4
Sci 285 Heat	6	4
Sci 286 Electronics	5	3
Sci 287 Modern Physics	5	3
Sci 288 Optics	5	3
Sci 289 Sound	5	3
Physical Measurements Variable		

SOCIAL STUDIES

First Field—36 s. h.
Second Field —24 s. h.

	Hours Clock	Sem.
Required:		
SS 201 History of Civilization I	3	3
SS 202 History of Civilization II	3	3
SS 301 History of U. S. and Pennsylvania I	3	3
SS 302 History of U. S. and Pennsylvania II	3	3
SS 401 American Government	3	3
HE 403 Home and Family Living or SS 402 Introduction to Philosophy.	3	3
SS 251 Principles of Sociology	3	3
SS 252 Principles of Economics	3	3
Ed 451 *Teaching Social Studies in the Secondary School	3	3

Restricted Electives:
(Students in Social Studies as a first field will elect at least one course from each group.)

SOCIOLOGY AND ECONOMICS

SS 351 Contemporary Social Problems	3	3
SS 352 Contemporary Economics Problems	3	3
SS 361 Industrial Relations	3	3

POLITICAL SCIENCE

SS 355 Comparative Government	3	3
SS 356 State and Local Government	3	3
SS 354 International Relations	3	3
SS 357 United Nations: Organization and Function	3	3

HISTORY

SS 361 Contemporary United States History	3	3
SS 362 American Constitutional History and Law	3	3
SS 363 Diplomatic History of the United States	3	3
SS 371 Renaissance and Reformation	3	3
SS 372 History of Europe to 1815.	3	3
SS 373 History of Europe Since 1815	3	3
SS 374 Twentieth Century World.	3	3
SS 375 History of the Far East...	3	3
SS 376 History of the Middle East	3	3
SS 377 History of Latin America..	3	3
SS 378 History of England	3	3
SS 379 History of Pennsylvania..	3	3
SS 380 History of Russia	3	3

SPANISH

First Field—24 s. h.
Second Field—18 s. h.

Required:		
Sp 151 Sp 152 Elementary Spanish I & II	6	6
Sp 251 Sp 252 Intermediate Spanish III & IV	6	6
Sp 351 Advanced Spanish Language V	3	3
Sp 352 Spanish VI: Hispanic Culture	3	3
Electives:		
Sp 361 Spanish Literature	3	3
Sp 362 Spanish-American Literature	3	3
Sp 363 Spanish Prose Fiction	3	3
Sp 253 Special Projects	6	6

*Courses may not be used towards a minor.



COURSE DESCRIPTIONS

By Departments

ART EDUCATION DEPARTMENT

ORVAL KIPP, Chairman of Department

ROBERT J. CRONAUER
JOHN A. GHRIST
CHARLOTTE HANTEN
LAWRENCE F. McVITTY
RALPH WILLIAM REYNOLDS
ROBERT SEELHORST

The art curriculum provides opportunity for the prospective art educator to specialize in one or more fields of art as it applies to education and his own personal growth. He is developing an experimental approach toward the tools of his profession and securing a broad cultural background in art and in general and professional education. Design, experimentation and understanding of structure are basic to the development of creative expression and independent thought.

The art teacher in the schools must understand that an effective art program applies the principles of art in every day life. The attempt to develop an understanding of art by teaching art techniques and skills alone, disregards the laws of learning and is not in accord with the best current philosophies of art education. The art program should give the artist-teacher the ability not only to apply the principles of art and art education but also to develop an attitude of research to make a better application of these principles to his own life and to the lives of those he will teach.

The art curriculum includes courses in education, English, music, science, and social studies. Majors and minors in other fields may be secured by art students if they attend summer sessions.

Admission to the art department is granted to a candidate when he has met the general entrance requirements of the college and the art department. Fitness to pursue the art curriculum will be assumed if the applicant has normal ability to see and make motor adjustments accordingly; has sensitivity to harmony and contrast in line, form, and color; and has interest in and aptitude for art.

GENERAL EDUCATION COURSE

(Required of all Students)

Art 101 Introduction to Art 2 cr.

Studies in the understanding and enjoyment of the visual arts as modes of expression and communication make up the content of this course.

REQUIRED COURSES FOR ART STUDENTS

Courses are listed in the order in which they should be taken in each field. Subjects in various fields are carried simultaneously in order to facilitate the artistic development of the student.

THE BASIC COURSES

Art 111 Drawing and Composition 2 cr.

Problems in pictorial composition and methods of drawing are studied and executed in various media.

Art 113 Elementary Color and Design 2 cr.

Basic experiences in the functional use of color are given: Color theories are studied. The elements and principles of design are developed from two and three dimensional designing.

Art 115 Survey of Art 2 cr.

The visual arts as modes of expression and as they relate to life, the individual, the home, the community now and in the past are studied.

Art 213 Modeling 2 cr.

This course is designed to give experience in handling clay, paper, wire, sheet metal, wood, and plaster as media of expression. These are treated experimentally to achieve a three dimensional interpretation of the material by hand or tool.

Art 118 Drawing and Lettering 3 cr.

Drawing and painting in water color are studied through problems in figure, still-life, landscape, lettering, and murals.

Art 114 Costume Design 2 cr.

Anatomy and figure construction, historic and modern costume design and illustration are the bases of this course.

ART EDUCATION

Art 313 Art in Elementary Education 2 cr.

The focus is on a child centered curriculum in which develop truly creative individuals who can confidently live in a democracy. Emphasis is on art education as a process for furthering child growth and art products of children are evaluated in this way. Motivation of art programs, unit plans, lesson plans are studied critically.

Art 316 Art in Secondary Education 2 cr.

The philosophy of art education is applied to secondary education to determine the goals of junior-senior high school art. Relationship of the adolescent to his creative products is analyzed to help the prospective art teacher to identify himself with the problems of his students.

Ed 421 Student Teaching (and Directed Student Activities) 12 cr.

Student teaching represents the high point of the preparation of the artist-teacher. It is during this professional experience that the student learns to put into practice the current philosophies and methods of general education and art education. In this practical experience of teaching, guiding and supervising creative growth at all age levels emphasis is placed on developing creativity and individuality both of the teacher and the pupil through knowledge, skill and appreciation.

Ed 422 Professional Practicum (including School Law) 2 cr.

Consideration is given to recent educational trends and methods, art curricula, and to planning of art courses for all grade levels.

ART HISTORY AND AESTHETICS

Art 212 Art History 2 cr.

This course covers the historical development and function of each art in world history. Appreciation and critical judgment of old and modern masterpieces are the goals.

Art 312 Aesthetics 2 cr.

The philosophical bases of art expression provide a foundation for the understanding of universal concepts in an inquiry into the higher values and functions of art related to society and to the individual.

CRAFTS

Art 116 Crafts in Elementary Schools 2 cr.

Craft experiences suggested by activities and materials suitable to the elementary grades are appraised and executed. Emphasis is on source material and the needs of children.

Art 218 Pottery 2 cr.

Ceramics experiences include an experimental approach to all methods of clay manipulation from the primitive to the contempor-

ary. Various types of decorating, glazing and firing are attempted. An overview of the field of historic and contemporary ceramics is given.

Art 214 Elementary Industrial Arts 2 cr.

This course is designed to acquaint students with materials and processes appropriate for junior high school pupils. Hand and power tools are used to experiment with the raw materials of industry; wood, metal, clay, plastic, leather and fiber; to discover their inherent design and construction possibilities and to experience the concept that "form follows function."

Art 311 Advanced Crafts 3 cr.

The industrial materials available for the crafts are employed to develop advanced techniques in jewelry, textiles, bookbinding, leather work, wood carving, metal work and other projects suitable for secondary school.

DESIGN AND COLOR

Art 112 Advanced Color and Design 2 cr.

This course aims to apply the principles of color and design to creative experiences for students in the elementary and secondary schools.

Art 216 Interior Design 2 cr.

The course is centered upon the needs of contemporary people in relationship to the areas for living in the home. Ventilation, light, traffic, contemporary materials and other phases of home design are considered as vital parts of everyday living. The relationship between art education and well organized spaces for living is constantly referred to.

Art 318 Industrial Design 3 cr.

Industrial design provides for the student creative experience in product design out of which should develop an understanding of the concept, "form follows function" and an appreciation of the contribution of the industrial designer to a machine age.

DRAWING AND PAINTING

Art 120 Mechanical Drawing 2 cr.

This course in drawing with instruments includes experiences in geometrical construction, shape and size description, instrumental and pictorial drawing and blue printing.

Art 315 Drawing and Painting 3 cr.

Stressing the creative aspects of drawing and painting, this course in oil painting covers the glazing and scumbling techniques of the old masters as well as the mixed techniques of the contemporaries.

Art 314 Advanced Oil and Watercolor Painting 2 cr.

The artist-teacher has an opportunity for individual development by stressing volume, plastic color, or abstract form in his painting.

THEATRICAL AND COMMERCIAL ART

Art 211 Commercial Art 3 cr.

The activities of this course involve projects related to commerce, publishing and advertising such as lettering, layout, and poster design.

Art 317 Theater Art 3 cr.

Color and design are used to solve problems in school and professional dramatics and pageantry. Theory and practice in the design and painting of scenery, lighting, costume, and properties are basic experiences.

Art 412 Graphic Media 2 cr.

Techniques of graphic expression are etching, lithography, block printing, photography, engraving and silk screen printing.

Art 320 Pictorial Expression and Illustration 2 cr.

The techniques and work habits of contemporary illustrators are constantly referred to. Poems, stories and novels are subjects for illustration.

ELECTIVE IN THE ART CURRICULUM

Art 451 Art Practicum 1 to 4 crs.

Self determination, self evaluation, and exploration of potential abilities are the goals as the student works in different art fields.

Art 422 Crafts Materials Exeperience for Activity Teaching 3 cr.

Craft experiences are gicen in various media suitable to the needs of the elementary teacher, teacher of special education and scout leaders. Developing a creative attitude and resourcefulness in the use of art materials and their par in teaching. Crafts will be of the third dimensional type.

Art 424 Art Materials Experience for Creative and Mental Growth 3 cr

A study of the growth pattern as evidenced in the children's art expression. Evaluation and interpretation of children's work attending to the drawing and painting aspects of an art education program. Review of research studies in art education. Art experiences are given in various media suitable to the needs of the elementary teacher, teacher of special education and scout leaders. Arts and Crafts will feature two dimensional design.

REQUIRED COURSES IN ART FOR ELEMENTARY EDUCATION STUDENTS

El 213 Art for the Elementary Grades 2 cr.

See Elementary Section for course description.

El 214 Teaching of Art in the Elementary Grades 2 cr.

See Elementary Section for course description.

ELECTIVES IN ART FOR ELEMENTARY STUDENTS

Art 355 Handicrafts 2 cr.

Practical applications of tools and materials in producing useful objects aid the future teacher of kindergarten and primary grades in design study.

Art 357 Industrial Arts 2 cr.

A study of various industrial materials and processes is related to the needs of the teacher in the elementary grade.

El 319 Art in the Integrated Program 3 cr.

Integration of the elementary teacher with the philosophy and practices of art education is attempted by presenting current art problems and experiences.

REQUIRED COURSE IN ART FOR HOME ECONOMICS STUDENTS

HE 213 Principles of Design 2 cr.

Creative experiences in design and color provide bases for consideration of personal and household problems. An analysis of art factors forms a background for understanding related art projects on the secondary level.

BUSINESS EDUCATION DEPARTMENT

ALBERT E. DRUMHELLER, Chairman of Department

MARY JANE BOERING
BEATRICE F. HICKS
PATRICIA PATTERSON
JOHN M. PATTERSON
ARLENE RISHER
JAMES K. STONER
ELWOOD SHEEDER
HAROLD W. THOMAS

EXPLANATION OF THE CURRICULUM

Students may pursue the work of the entire curriculum or they may elect to pursue work according to their aptitudes, as follows:

1. The **Complete Program** leads to certification in all three fields, thus affording certification in all of the high school business subjects. Those who possess aptitudes that indicate success in stenographic, accounting, and retailing work may, if they wish, pursue this complete program.

2. A **Combination Program** combines either the Stenographic and Accounting, the Stenographic and Retailing, or the Accounting and Retailing Fields. All students planning to enter this Department should plan for graduation one of the three possibilities under this combination arrangement. School administrators who employ our graduates feel that a combination program is necessary for breadth of certification when teaching in the public schools of the Commonwealth.

3. The **Stenographic Field** includes all the courses of the curriculum listed under that heading. Elective courses may be chosen from any other department of the College.

4. The **Accounting Field** includes all of the courses of the curriculum listed under that heading. Elective courses may be chosen from any other department of the College.

5. The **Retailing Field includes** all of the courses of the curriculum listed under that heading. Elective courses may be chosen from any other department of the College.

All electives are determined by the choice of the student, and by the approval of the Dean of Instruction of the College and the Director of the Business Education Department.

Our Standards. Only those students who attain "A" or high "B" standings, and whose aptitudes indicate success in the fields elected, should elect more than two fields.

To pursue the Complete Program a student must maintain at least a "C" average, and must have a grade of "C" or better in the following courses: Communication, Typewriting, Business Mathematics, Accounting, and Shorthand.

To elect or continue with the Stenographic Field, a student must maintain a grade of "C" or better in Communication, Typewriting, and Shorthand.

To continue in the Accounting Field, a student must have a grade of "C" or better in Business Mathematics, Communication and Accounting.

To continue in the Retailing Field, a student must have a "C" average or better in Business Mathematics, Communication, and Accounting.

It should be understood that those who fall below "B" standing are considered unsatisfactory to be recommended for teaching. Since high school standards have been greatly raised, school officials are more particular than ever before concerning the qualifications of those whom they employ. They insist on high scholastic achievement, good personal appearance, attractive personality, freedom from physical defects, and other qualities that should be carefully considered by all those contemplating this type of professional work. This should not discourage those who really have the qualities required. It may, however, prevent those who lack certain of the primary requisites for developing into a high-type teacher, from being disappointed later. A tryout year at Indiana is often recommended.

If any prospective students are in doubt concerning their fitness for this type of work, they should consult their high school principals and guidance officers, and ask them for a frank and honest statement about their fitness. They should also have all data concerning their personal and scholastic qualifications sent to the College. They will be notified of the date for interviews, at which time the matter can be discussed as frankly and wisely as experience will dictate.

Practical Experience Requirements. Before graduation, each student will be required to have completed the equivalent of six months of store practice, secretarial practice, bookkeeping practice, clerical practice, or a combination of these or other business contacts, acquired at places and under conditions approved by the Director of this department. This experience preferably should be in the field or fields in which the student is contemplating certification. Much of this experience can be acquired during the summer vacations.

Student Teaching. Each student in training in the Business Education Department receives more than the state requirement in hours of actual practice teaching and observation. A number of teaching centers are conducted in connection with some of the largest high schools within convenient reach. To these teaching centers the students are sent for one full semester of the senior year for their practice teaching. The teacher holds a regular position in the high school and carries a full program of classes, extra-curricular activities, and other regular school duties. The work is supervised and criticized by experienced supervisors who are teacher-members of the college faculty of this department, and also by supervisors of exceptional training and ability furnished by the teaching centers. Everything is done to afford those in training as much actual teaching experience and as many teaching contacts as possible before graduation.

The program of this department includes a wise offering of general academic courses, which should produce a well-balanced teacher. The setup makes inter-departmental transfer of students easy at the end of the first semester. Students will become well adjusted in college before entering upon their technical work in business. It provides for ample exploration during the first college year.

REQUIRED BUSINESS COURSES FOR ALL BUSINESS EDUCATION STUDENTS

Ed 101 Professional Orientation 3 cr.

The purpose of this course is to introduce the student to the make-up of the business world, acquaint him with the contacts of everyday business, orient him in the field, and provide exploration in shorthand, machines, and accounting. This should assist him greatly in his choice of his major field or his fields in the department. This course has pronounced guidance features.

Bus 131 Typewriting I 2 cr.

This introductory course places emphasis on the development of correct techniques in typewriting. The student is introduced to the basic styles of business letters, simple tabulations and simple manuscripts. Individual remedial work is given.

Bus 232 Typewriting II 2 cr.

This course continues the development of speed and accuracy. Students learn to type tabulated reports, special problems in letter arrangment and business forms, rough drafts and manuscripts. Production ability is developed.

Bus 271 Typewriting III 2 cr.

Emphasis is placed upon the further development of speed and accuracy. Advanced letter forms, manuscript writing, legal documents, stencil duplication, statistical reports and typing from problem situations are given much attention. Improvement in production ability is stressed.

Bus 111 Business Mathematics I 3 cr.

This is a review of the fundamental processes with emphasis on speed and accuracy through adequate drill and practical application in the handling of the fundamental business operations. Topics considered which especially concern business are the 60-day 6% method of computing interest, compound interest; bank, cash and trade discount; along with partial payments. The course is designed to lay a groundwork for Business Mathematics II.

Bus 241 Business Organization and Finance 2 cr.

The contents of this course are designed to give an overview of business management. Modern business organization, finance, personnel administration, production, and public relations are studied and made meaningful as they fit into our industrial society. The organization and management of the corporation and other forms of business are covered.

Bus 221 Accounting I 3 cr.

This is the introductory course. Its purpose is to introduce the students to the keeping of records for the professional man as well as a mercantile enterprise involving the single proprietor. Emphasis is placed upon the distinction between keeping records on the cash basis as compared to the accrued basis of bookkeeping.

Bus 321 Business Correspondence 2 cr.

This is a course rich in the fundamentals of grammar; study of the vocabulary of business; setup of business forms and modern business letters; emphasis of the "you" attitude in the writing of letters of inquiry, response, order letters, adjustment letters, sales letters; preparation of data sheets, and application letters.

Bus 235 Business Law I 3 cr.

This course deals with the nature of law and the agencies and procedures for its enforcement, contracts, agency, employment, negotiable instruments, property, bailments and transportation. The aim is to apply principles of law to everyday life and to establish proper interests, ideals and attitudes toward law as a means of economic and social control.

Bus 236 Business Law II 3 cr.

The basic aim of this course is the same as that stated for Business Law I. Attention is given to kinds of business organizations, sales, insurance, surety and guaranty, leases and mortgages, trusts and estates, bankruptcy, business torts and crimes.

Bus 312 Methods of Teaching Business Courses 3 cr.

This includes methods of teaching general courses, as well as shorthand, typewriting, and bookkeeping. Demonstration and lesson planning are emphasized. It includes the construction, administration, scoring, and grading of various types of tests; analysis of test results, remedial teaching and retesting; evaluation of tests, all tied together in the psychological foundation of methodology.

Bus 311 Problems in Business Education 3 cr.

In this course are outlined the purposes of secondary business education; the curriculum and its development; guidance, placement, and follow-up; administration of the business department; physical layout, equipment, and supplies; and trends in business education.

Bus 331 Retailing I 3 cr.

This course comprises a survey and analysis of the fields of retailing. A study is made of textile and non-textile merchandise, requirements for sales personnel, types of customers, merchandising plans and procedures, merchandise pricing and selling techniques.

Bus 335 Clerical Office Practice 3 cr.

Clerical office routine is covered, together with the fundamentals of operating various office machines—calculators, adding machines, stencil duplicators, dictaphones, and various office appliances; also, the theory and practice of office management is stressed. The use of the dictaphone is required of all, and transcription is offered to the stenographic students.

Bus 212 Business Mathematics II 3 cr.

The purpose of this course is to teach students to apply principles of business mathematics with speed and accuracy in solving advanced problems encountered by the business man and the consumer. The mathematics of production, marketing, accounting, finance, and management correlate with the accounting courses.

COURSES REQUIRED IN THE STENOGRAPHIC SEQUENCE

Bus 261 Shorthand I 3 cr.

This is an introductory course in the basic principles of Gregg Shorthand Simplified.

Bus 262 Shorthand II 3 cr.

There are three major objectives for this course: to review and strengthen the student's knowledge of the principles of Gregg Shorthand Simplified, to build shorthand-writing speed and to build transcription skill.

Bus 363 Shorthand III, Transcription 3 cr.

This course develops additional speed in taking dictation with much emphasis placed on the development of transcription skill. Teaching techniques are considered a vital part of the work in this course.

Bus 364 Secretarial Practice 3 cr.

This course is an advanced study of the theory and the practice in activities common to the office—handling the mail, telegraphic services, shipping services, meeting callers, various business reports, financial and legal duties, filing, transcription, secretarial standards; personality, reference books, itineraries, preparation of documents, editing, etc.

COURSES REQUIRED IN THE ACCOUNTING SEQUENCE

Bus 251 Accounting II 3 cr.

Special consideration is given in connection with accruals and deferred items; the significance and handling of evaluation accounts and the interpretation of the effect of all types of transactions on the operation of the business are stressed throughout the course. Special attention is given to the preparation of columnar records for different types of businesses along with the preparation and interpretation of comparative financial reports.

Bus 352 Accounting III 3 cr.

Special attention is given to the records and reports peculiar to the corporate form of organization as well as to the methods of handling capital and surplus. Emphasis is given to the methods of accounting for inventories, tangible and intangible fixed assets, investments, long-term liabilities, funds and reserves and the methods of amortizing bond premium and discount.

Bus 353 Accounting IV 3 cr.

This course is designed to give the students an understanding of the theory of costing used in manufacturing establishments. The voucher system is introduced in this course and attention is given to budgeting, estimating and prorating of manufacturing expenses, the technical aspects of charting production data, and investigating time and motion study techniques.

Bus 455 Accounting V 3 cr.

In this course students conduct a semi-detailed audit of business records, make the corrections, and submit statements of results. Problems of public and private auditing are developed by the instructor. The construction and organization of working papers and the auditor's final report are covered. It also provides, the prospective teacher with a knowledge of the current tax laws in connection with Social Security, Excise and Income Taxes.

Bus 354 Tax Accounting 3 cr.

This course is designed to enable the students to gain a familiarity with the Federal Income Tax Laws as they pertain to individuals, single proprietorships and partnerships. The Social Security Tax Law will also be considered as a phase of this course. In addition to studying the Internal Revenue Code in connection with the above topics problems will be considered which involve the use of the different forms that are necessary in tax accounting. The case method is utilized in the study of this subject.

COURSES REQUIRED IN THE RETAIL TRAINING SEQUENCE

Accounting II (see previous outline) 3 cr.

Bus 332 Retailing II 3 cr.

This course is an advanced study of the units of Retail Training I, and includes a study of merchandise control, stock planning, buying, pricing, personnel training, store layout and equipment, retail advertising and display. Suggested public relations activities are practiced in this course. A part of the semester is devoted to the study of the Pennsylvania Distributive Education Program.

Bus 433 Retailing III (Store Practice) 6 cr.

This is a practical course of cooperative part-time training in the retail establishments of Indiana. The student spends a minimum of 15 clock hours per week in actual retail work at which time

he puts into practice the theories of retailing studied in previous retail training courses. This course may be taken by the student in or near his home town during the summer term by special arrangement and provided the distance is no greater than sixty miles from Indiana. Each of these plans is under the close supervision of store officials and of the College.

ELECTIVES

Bus 371 Elective Typing and Duplicating 1 cr.

This course is available to all upper classmen except Business Education students.

Bus 372 General Business 3 cr.

This course is available to all upper classmen except Business Education students.

Bus 354 Tax Accounting 3 cr.

This course is available only to Accounting Majors in Business Education and can be elected in either the Junior or Senior year.

Business education students receive office training.



EDUCATION AND PSYCHOLOGY DEPARTMENT

STANLEY W. LORE, Chairman of Department

A. DALE ALLEN
S. TREVOR HADLEY
JOHN J. HAYS
DONALD A. HESS
EARL S. HOENSTINE
BLANCHE W. McCLUER
J. ROBERT MURRAY
HAROLD F. ROWE
PAUL RISHBERGER
NORMAN W. SARGENT
M. PHILIP SHELLEY
DOROTHY SNYDER
GEORGE A. W. STOUFFER, JR.

The courses in professional education are designed to promote an understanding of the teaching profession and the function of all professional employees in the educational system. Students are urged to observe the growth and development of children in educational, recreational and social situations.

PSYCHOLOGY COURSE

(Required of all Students)

Psy 201 General Psychology 3 cr.

A comprehensive study of the origins, motives and modifications of human behavior with emphasis on the scientific approach in analyzing behavior patterns; the importance of man's biological inheritance, and the significance of social environment in influencing human living. Attention is given to an appreciation of simpler techniques in psychological experimentation.

PROFESSIONAL EDUCATION COURSES

(Required of all Students)

Ed 101 Professional Orientation 3 cr.

An orientation and guidance course designed to acquaint prospective teachers with the opportunities and requirements of their profession, the relationship of the school to society, the organization of the American school system, the pupil and the educational process. Extensive directed observation of various schools and learning situations will be required.

Psy 302 Educational Psychology and Evaluative Techniques 3 cr.

This course deals with the problems of understanding the child and the adolescent and how he learns. Some emphasis is given the growth process to better understand the learner. The learning process is dealt with in detail. Actual classroom observation and a study of classroom techniques attempts to give the student the information he needs in order to teach effectively. Attention will be given to measurement as related to growth and the learning process. Prerequisite: General Psychology.

Ed 301 Audio-Visual Education 2 cr.

A consideration of the needs for sensory techniques and materials is given with attention to the psychological processes involved. Through class and laboratory work the student will have an opportunity to become acquainted with materials and equipment and skilled in audio-visual techniques, within the teaching field. Activities will include actual production of materials for class use and participation in their use.

Ed 421 Student Teaching and Directed Activities 12 cr.

Student teaching is the course which opens to the student rich experiences in the various aspects of the work of the teacher. The student teaching assignment begins with observation and simple teaching duties. As he progresses, the student is gradually inducted into more responsible teaching situations which provide opportunities to test theories in action, to observe and develop learning experiences with and for children, to guide children in the formation of good habits, and to better understand how children, both as individuals and as groups, react, behave, and achieve in school situations. In addition to these experiences with children, this course will provide many opportunities for the future teacher's growth both as a person and as a professional worker.

Ed 422 Professional Practicum Including School Law 2 cr.

The purpose of this course is to broaden the concept of subject matter and to give the beginning teacher a sense of values which can be used in the selection of educational experiences and materials. It aims also to teach him, through guidance in his planning and teaching, how to organize, motivate, and use these experiences and materials in child learning. This course also aims to provide an interpretation of school law as it directly pertains to the needs of the teacher. The course is given concurrently with student teaching.

GUIDANCE

This field of preparation and certification has been designed to meet the demand for competent professionally educated guidance counselors. This preparation includes a general survey of the field, specialized techniques utilized by the guidance counselor, field studies including their applications, and a study of the organization and administration of guidance programs.

This field of certification will be offered in a five semester sequence. To complete the required work a student must schedule the first course, Fundamentals of Guidance, not later than the first semester of the sophomore year.

Students who complete the required courses in the field of Guidance will be granted a guidance counselor's certificate.

Ed 251 Fundamentals of Guidance 2 cr.

This course gives consideration to the function and implementation of guidance services. It presents an over-all view of guidance in relation to individual problems of adjustment in home and school, on the job, and to civic and social relationships. Throughout the course the relation of the curriculum to guidance and of the teachers to the guidance worker is dominant. The knowledge, techniques, and opportunities for careers in guidance service are presented for consideration.

Ed 252 The Use of Tests in Guidance 3 cr.

This course deals with the purposes and uses of all types of tests used in guidance programs. Particular attention is given to the principles underlying the choice of tests for specific purposes and to the critical analysis of test results. Attention is also given to the problems involved in establishing and operating an efficient testing program for guidance in the public schools. Prerequisite: Fundamentals of Guidance.

Ed 351 Counseling Techniques 3 cr.

This course is intended to afford the student an opportunity to study the basic needs, theories and principles of counseling, particularly as they may apply to the work of the classroom teacher and guidance counselor in the public schools. The course will provide frequent opportunities for demonstrations and role-playing by instructor and students. Prerequisite: Use of Tests in Guidance.

Ed 253 Occupational Information for Counselors 3 cr.

This course deals with collection, filing, and use of an occupational file for guidance counselors. Attention is given to recent research in occupations in order that the counselor may be well informed about this area of information. Occupational field trips are planned and local occupational surveys are made. Prerequisite: Fundamentals of Guidance.

Ed 352 Case Studies in Guidance 3 cr.

This course is designed primarily to study the principles, problems, and methods involved in developing case studies and in applying them to the work of the guidance counselor. Emphasis will be placed upon guidance for pupils in both elementary and secondary schools, and in connection with personal, social, educational and vocational adjustment of the individual. Prerequisite: Use of Tests in Guidance.

Ed 353 Organization and Administration of Guidance 4 cr.

This course will give consideration to both curricular and extra-curricular programs. This course will include the purposes, services, the lines of authority, the types of organization, personnel, physical equipment and construction, and the growth of the extra-curricular activities. Prerequisite: Three of the above courses.

GENERAL ELECTIVES

These courses are open to all students.

Psy 352 Mental Hygiene 3 cr.

This course is designed for aiding the development of strong, hygienic personalities; mental hygiene as related to the child, adolescent, and teacher in the home, classroom, and social situation; maladjustments and mental diseases with emphasis on prevention. Prerequisite: General Psychology.

Ed 282 Psychology of Speech 3 cr.

This course aims to investigate the several theories on speech origin; study the neurological and psychological bases of speech; trace the ontogeny of speech and language; study speech as an aspect of personality structure; and investigate certain speaker-audience phenomena. The psychology of stuttering is given special consideration. Prerequisites: Phonetics and Voice; Speech Problems (Except by consent of the instructor). Second semester, each year.

Ed 382 Speech Pathology 3 cr.

This course is designed to provide more extensive background in the severe speech pathologies. Anatomy and physiology of speech structure are considered as background for the study of cleft palate, cerebral palsy, voice pathologies, and hearing problems. Prerequisite: Speech Problems. First semester, each year.

Ed 383 Speech and Hearing Clinic 4 cr.

This course offers the student experience in diagnosis and treatment commensurate with his particular course background. Practice is given in the use of clinical instruments, lesson planning, case reports and histories, and treatment in both individual and group situations. Prerequisites: Speech Problems; Psychology of Speech; Speech Pathology (for Advanced Practicum). Each semester, each year.

Psy 451 Psychological Practicum

Under the supervision of the Director of the Psychological Clinic selected students receive experience in the application of psychological technique. Prerequisite: Approval by Director of the Psychological Clinic.

Ed 455 Clinical Techniques in Guidance

This course offers practical experience in the use of clinical instruments and techniques in the field of Guidance. Prerequisite: Approval by Director of the Psychological Clinic.

Ed 454 Public School Administration 3 cr.

The course is designed to acquaint the teacher with the administration and organization of the American public school. Attention is given to the cultural role of the schools. Treatment is given to decision-making in the operation of the schools and the total task of school operation with emphasis on what should be done. The functions and methods of all professional personnel in the operation and improvement of the schools will be considered.

Ed 353 School and Community 3 cr.

This course helps to identify and give the techniques for the use of a great variety of community resources that can be used to enrich classroom instruction. Included also is a study of various outside influences on the school and its curriculum and the techniques of public relations that can be practiced by the classroom teacher.

Psy 351 Teaching the Exceptional Child 3 cr.

This course is designed to aid the student in identifying and in meeting the needs of those children who deviate from the normal in areas of physical, mental, emotional and educational development. Consideration is given to educational opportunities available to these children. Study is made of agencies which serve exceptional children. Field trips are emphasized. Prerequisite: Educational Psychology.

ELECTIVE COURSES IN ELEMENTARY EDUCATION

El 351 Creative Activities in the Elementary School 3 cr.

This course is planned to provide the student with a wide range of creative experiences in the fields of art, crafts, music, rhythmics, dramatics and games in the elementary school. Stress is placed upon the need to help children in developing their capacities for creative expression in these areas.

El 352 Diagnostic and Remedial Reading 3 cr.

This course is planned for in-service teachers and students who have done their student teaching. It deals with methods and materials which help teachers to increase the reading abilities of children who are retarded in reading. Attention is given to recent research findings in the areas of readiness; word recognition, including phonics; comprehension; evaluation and textbook selection.

El 353 Pre School Education 3 cr.

Students in this course will study the principles and practice kindergarten education. Attention is given to materials and methods of instruction and the curriculum for the pre school child.

Ed 356 Guidance in Elementary Schools 3 cr.

This course is designed to give the student an initial understanding of the guidance of young children. Study and discussion center around the child himself — his characteristics, needs, problems, motives, and relations with others — and around the techniques and procedures for identifying, studying, and giving help to children in respect to these facets of personality.

REQUIRED COURSE IN SECONDARY EDUCATION

Ed 315 Problems of Secondary Education and Guidance 3 cr.

This is a basic course in secondary education designed to aid the student with the practical problems of teaching. Special attention is given to problems in such areas as: teacher-pupil relationships, classroom organization, the nature of the secondary school population, the curriculum, extra-class activities and home room practices.

ELECTIVE COURSES IN SECONDARY EDUCATION

Psy 355 Adolescent Psychology 3 cr.

This course is a study of the adolescent child as revealed by researches of his emotions, personality, integration, social adjustment, character development, moral problems, attitudes, religious interests, home adjustments, and mental hygiene. Prerequisite: General Psychology.

Ed 452 Reading Problems of Junior and Senior High School Students 3 cr.

This course is planned to help the secondary or special teacher to understand and participate in the development reading program at the junior and senior high school levels, and to work with those pupils who are not able to achieve satisfactorily because of reading problems.

Special help is given in the basic reading and study skills, the diagnosis and correction of reading difficulties, the techniques for improving rate and comprehension, and the development of readiness for reading in the content field.

REQUIRED COURSE FOR STUDENT NURSES

Psych 203 Psychology in Nursing

This is a basic course in psychology for student nurses. Emphasis is placed upon principles and generalizations that will aid the nurse to understand herself, her patients, and those with whom she will work. Attention is given to many aspects of human behavior, and consideration is given to individuals of all age levels from the prenatal organism through the aged.



ELEMENTARY EDUCATION DEPARTMENT

P. D. LOTT, Chairman of Department

LOIS V. ANDERSON JOAN E. WALTHOUR

ANNA K. O'TOOLE MAE E. KOHLHEPP

The elementary curriculum in Pennsylvania State Teachers Colleges attempts to provide the prospective teachers with a broad cultural background for intelligent social living so that they in turn may be better qualified to instruct and guide the young children in their school and general living. Principally during the first two years subject matter courses are taken to increase the student's knowledge and competency in the various areas. As upperclassmen the students take related technique and method courses. For example, the curriculum contains a minimum of five courses in social studies and two in geography; during the senior year each elementary major takes the course, Teaching of Social Studies and Geography. A similar pattern is followed in art, music, arithmetic, science, and language arts. Other courses are designed to acquaint the student with the organization and philosphy of education, a knowledge of child development and psychology, and the use of evaluative techniques and teaching aids.

During the four years of undergraduate college training, the prospective elementary teacher works with a program that gives him many experiences in dealing with children individually and in groups.

In his first year at Indiana the student has opportunities to observe master teachers and older college students working with children of all age groups in Keith School. This school is the campus demonstration school which is used for observation, participation, and student teaching activities. Each freshman also participates in a social and recreational program at the Willard Home, an Indianna County home for children.

As a sophomore the student will continue to broaden his experiences to include working informally with groups of children in school and community situations. Observation of pupils and teachers at work will continue at Keith School, and participation, particularly in music and art activities, will be conducted in other nearby schools.

A nine-week full-time teaching experience is scheduled for the third year so that the prospective teacher acquires skills in the language arts, social living, and child development areas that are based on real teaching. Prospective teachers who are themselves studying subject matter in regular classes can apply almost immediately the theories and information they have acquired. They are thus afforded opportunities to try out what they have learned in classes almost simultaneosly in teaching situations. Student teaching

in the senior year is usually done in a different school and grade level than in the junior year, and the student is given increased responsibility for the entire teaching load.

All through the prospective elementary teacher's four years of college work he is encouraged to take every available opportunity to work with children and children's groups and with civic and community organizations. Students are urged to get jobs at playgrounds, to work as counselors in summer camps, to teach Sunday School and Vacation Bible School, to work with Scouts, library reading groups, and teen-age clubs. They are urged to make school visits during college vacations. A record is kept of all voluntary contacts and summer work experiences as well as other related employment. It is recognized that all these experiences and directed activities contribute toward making the prospective teacher better understand the youngsters whose school living he will direct. All learning during the four years is directed toward this goal.

REQUIRED COURSES IN ELEMENTARY EDUCATION

El 213 Art for the Elementary Grades 2 cr.

Gaining an understanding of the creative approach to art education and the planning and development of art motivations for children are important to the elementary teacher. Personal experience in the media and materials of art education will help her to identify herself with their application to classroom use.

El 214 Teaching of Art in the Elementary Grades 3 cr.

Additional experiences in art media, evaluative practices and the growth and development aspects of art education are presented. An actual "field" experience gives the student a basis for better understanding art education in the school.

Psy 215 Child Development 3 cr.

This course is designed to enable the teacher to understand and help children. A survey of human development from conception through early adolescense is made in terms of basic scientific data. Aspects of growth and behavior are presented through research, discussion, observation and audio-visual techniques.

El 221 Children's Literature 3 cr.

In this course the students acquire a wide acquaintance with children's literature, old and new. Poetry selections, annotated stories, and bibliographies will be assembled. Ways and means to develop, stimulate, and guide children's reading of literature are presented. Principles and techniques of successful story-telling are studied and practiced.

El 413 Teaching of Language 3 cr.

This course is designed to give the elementary student a knowledge of the latest techniques, methods, and materials in the language arts area. Research and trends are studied. The fields of handwriting, spelling, oral and written communication, and vocabulary development are included.

El 222 Teaching of Reading 3 cr.

This course is given preceding the first student teaching experience. Emphasis is placed upon methods and materials used in the developmental reading program. Its objective is to provide the student with a general background of knowledge and techniques for teaching children in the elementary school to read.

Fundamentals of Music 2 hours — no credit

A non-credit course required of all students in the Elementary Curriculum who do not meet the prescribed requirements of a Standard Achievement Test in Music, Fundamentals of Music includes the sudy of scales, meter and key signatures, simple and compound rhythms, notation and terminology, and the application of this knowledge to the reading of simple music. Prerequisite to: Music for the Elementary Grades.

El 211 Music for Elementary Grades 3 cr.

The content of this required course for all Elementary Students includes the following: review of music fundamentals, keyboard knowledge, the teacher's voice, care and development of the child voice, problems of the non-singer, rhythmic activities including the rhythm band, listening lessons, creative activities, note to note process, special days, lesson plans. Observation of music classes in the Laboratory School to get practical application of classroom discussions. Emphasis is placed on grades one, two, and three.

El 212 Teaching of Music in the Elementary Grades 3 cr.

A continuation of skills and understandings as developed in Music for the Elementary Grades is studied with special emphasis being placed on materials and methods suitable for grades four, five, and six. Additional opportunities for growth in music reading and part-singing are provided. Lessons are developed in correlation of music with other studies. Type lessons are taught by the students and constructively evaluated by class and teacher. Prerequisite: Music for the Elementary Grades.

El 311 Science for the Elementary Grades 3 cr.

This course, following the year of basic science, is designed to provide the elementary teacher with a more adequate background for teaching science in the elementary school. Units or problems are selected to achieve this purpose which cut across various fields of science. Emphasis is placed upon developing resourcefulness in gathering data and using the scientific method in the solution of such problems.

El 312 Teaching of Elementary Science 3 cr.

Based on the previous work in science, this course takes up the planning and presentation of material suitable to the elementary field. Students are required to perform demonstrations and take part in science activities which illustrate facts or principles taught in the elementary science program. Considerable attention is given to the literature of the elementary science program as well as other aids such as community resources and simple equipment that can be secured for experimentation and other activities.

El 313 Teaching of Arithmetic 3 cr.

This course shows arithmetic as part of the area of social living. Emphasis is placed on arithmetic concepts and processes suited to various maturity levels and techniques for developing them; on children's need for arithmetic; on knowledge of research in the field of arithmetic; and on books and materials helpful to prospective teachers in the elementary school. Prerequisite: Fundamentals of Mathematics.

El 314 Teaching of Health and Physical Education 2 cr.

The Teaching of Health and Physical Education covers units designed to present the meaning, aim, scope and materials related to Healthful School Living, Health Service, Health Instruction, Elementary Grade Activities in Physical Education, Lesson Planning and Practice Teaching.

El 411 Teaching of Social Studies and Geography 3 cr.

This course presents the social studies content for the elementary school organized into units according to the Pennsylvania Course of Study. Current philosophy of social living in the classroom, trends, patterns and principals of organization of the social studies program are studied. Emphasis is placed on the implications of child development for the content and methods. Students will have experience in preparing resource units, preparing and using related audio-visual materials, participating in field trips and reading and evaluating informational sources for social studies in the elementary school.

Ed 422 Professional Practicum including School Law 2 cr.

The Professional Practicum for students in elementary education includes a course in school law given concurrently with the senior experience in student teaching and a seminar taken prior to the senior student teaching or following the experience. Problems related to student teaching or in-service experience are discussed. The file of curriculum materials assembled, organized and used during student teaching is evaluated during the seminar.

ENGLISH AND SPEECH DEPARTMENT

MAURICE L. RIDER, Chairman of Department

MARGARET L. BECK
WILLIAM W. BETTS, JR.
WILLIAM J. BIEL
ABIGAIL C. BOARDMAN
MORRISON BROWN
EDWARD F. CARR
FAIRY H. CLUTTER
ROBERT W. ENSLEY
JAMES R. GREEN
WAYNE C. HAYWARD
RAYMONA E. HULL
DOROTHY F. LUCKER
MARY E. McGREGOR
ARTHUR F. NICHOLSON
HELENA M. SMITH
CRAIG C. SWAUGER
SAMUEL F. FURGIUELE

The English and Speech Department serves two main functions. First, through courses required of all students as part of the general education program of the college, the Department aims at the improvement of English usage in both writing and speaking and of other forms of communication such as listening, reading, and demonstrating. Second, for a select group of students who show marked interest and competence, the Department undertakes to give specialized training needed for the successful teaching of English and Speech in secondary schools.

Because of the need of good English usage by teachers of all subjects, candidates for Junior Standing are required to reach a satisfactory standard for both oral and written expression. At the end of the sophomore year, therefore, a general English examination is given to all students to determine their competency in these matters. Speech difficulties are also checked on. A speech test is given to all entering students, and wherever noticeable defects or limitations are revealed, an appropriate remedial program is arranged for the individual according to his needs.

A student may elect to specialize in either English or general Speech, perhaps even in both. Graduation requirements demand 35 semester hours if the student offers English as his first field, with 14 hours in required courses counting toward his total; eighteen hours if he offers it as a second field, with ten required hours counting toward this total.

Twenty-four hours are required for general speech as a first field, 18 as a second field; toward both totals are counted the four hours representing the two speech courses required in general education. Where certification is sought in both fields these two courses count only toward one field.

GENERAL EDUCATION COURSES

(Required of all students)

EngS 101 Communication I 5 cr.

This course is designed to develop basic skills in reading, writing, speaking, listening, and demonstrating. Media employed include books, magazines, radio, movies, television, art, music, drama. First semester, freshman year.

EngS 102 Communication II 5 cr.

This course is a continuation of Communication I. Second semester, freshman year. Prerequisite: Communication I.

EngS 201 Literature I 2 cr.

In this course the literature studied includes, in addition to outstanding American and British literary efforts, non-English works in translation from the outstanding cultures and nations of the world. First semester, sophomore year.

EngS 202 Literature II 2 cr.

The materials of this course will include works written in the English language—American, British, Canadian, Australian, South African, etc. Special emphasis will be put on contemporary writing as it reflects important problems. Second semester, sophomore year.

COURSE REQUIRED FOR SPECIALIZATION IN ENGLISH OR GENERAL SPEECH

In addition to the required courses in general education, students desiring to make either English (35 hours) or General Speech (24 hours) their first field of specialization are expected to take the course below. Students planning to make English or General Speech a second field are asked to take this course, but it will not count towards a minor: Permission to specialize in either field will be granted only to those students who have already made a strong record in the required courses.

Ed 451 Teaching of English and Speech in the Secondary School 3 cr.

(This is a combination course required of all English and General Speech majors. Minors are expected to add it as the first extra course.)

This course introduces the student to the current professional practices in the teaching of English and speech in high school. Background for student teaching is provided through (1) study of professional literature, (2) individual reports, (3) lesson plans, (4) observation of teaching, (5) participation in class demonstration. Instruction which has to do with play production, general speech, clinical speech, oral interpretation, journalism, radio, and television will be given by members of the staff who have specialized in these areas. Each semester.

ENGLISH ELECTIVES

Although offered primarily to meet the needs and interests of students preparing to become teachers of English, the courses described below are open to all other students of the college as free electives by permission of the Department head.

The student specializing in English will, with the help of his adviser, choose from the following group the courses which will give him a balanced, adequate program.

EngS 251 American Literature 3 cr.

This course is a survey of American literature from colonial times to the present. First semester, each year.

EngS 151 English Literature 3 cr.

This course is a survey of English literature from Anglo-Saxon times to the present. Second semester, each year.

EngS 259 World Literature 3 cr.

Extensive reading of foreign literature in translation, chosen mainly from Oriental, European and South American countries, forms the basis of this course. Saturday campus.

EngS 356 Pre-Shakespeare 3 cr.

This course includes a study of the best of the English classics written from 1350 to 1590. Second Semester, even years.

EngS 357 Shakespeare 3 cr.

In this course, the major plays are studied, many others are read rapidly, and the Elizabethan age is given a brief historical survey. Second semester, odd years.

EngS 352 Eighteenth Century Literature 3 cr.

This course emphasizes the major works of leading English writers as seen against the background of the period.

EngS 257 The Romantic Movement 3 cr.

This course treats the main currents in the literature of England during the first half of the ninteenth century. First semester, even years.

EngS 358 Victorian Literature 3 cr.

This course deals with the literary treatment of the main problems of the second half of the ninteenth century in England—social, scientific, religious, artistic. Second semester, odd years.

EngS 254 Contemporary Poetry 3 cr.

This course offers a study of the poetry of England and America since 1880. First semester, odd years.

EngS 256 Modern Drama 3 cr.

In this course the major study is the reading of outstanding American, British, and Continental plays from Ibsen to the present. Second semester, even years.

EngS 355 Novel to 1870 (English Novel) 3 cr.

Based on selected reading and discussion, this course traces the rise and development of the English novel from the beginning to the present day. First semester, odd years.

EngS 351 Contemporary Novel (American Novel) 3 cr.

Based on selected reading and discussion, this course traces the rise and development of the American novel. First semester, even years.

EngS 258 Short Story 3 cr.

This course offers for study the works of the best American, British, and Continental writers. Second semester, odd years.

EngS 354 Literary Criticism 3 cr.

This is a course in the study of the principles of criticism and of major writings with emphasis on the approach of modern critical study. On demand.

EngS 353 Essay 3 cr.

In this course is traced the development of the essay from Montaigne to the present, with special emphasis on the great essayists of France, England, and the United States. On demand.

EngS 255 Literature of Biography 3 cr.

In this course is read and studied the work of such outstanding biographers as Carlyle, Macaulay, Strachey, and Sandburg. On demand.

EngS 361 Advanced Composition 3 cr.

This course seeks to develop creative ability and to improve writing style. Much free composition is attempted in such literary types as the short story, the magazine article, the personal essay, poetry, and the one-act play. First semester, odd years.

EngS 363 English Philology 3 cr.

This course begins with a study of the history of the English language, its place among world languages, and factors affecting present day differences in modern American English usage. Training is given in language analysis through the methods of structural linquistics. Each semester. Required of all English majors and minors.

EngS 362 Creative Writing 3 cr.

This is a seminar course in which the kinds of writing done are chosen in line with the special interests and abilities of each student after consultation with the instructor. First semester, even years.

EngS 161 Journalism 2 or 3 cr.

This course includes the writing of the news story, the column, the feature, and the editorial. Special attention is given to college and school publications, with special emphasis on make-up and editorial policy. Second semester, each year.

GENERAL SPEECH

To satisfy a growing demand for teachers of speech and dramatics in the public schools, the college offers a general speech curriculum. Students desiring certification in this area may elect either as a first field of specialization, which requires 24 hours, or as a second field of specialization, which requires 18 semester hours credit, with 4 hours from required speech courses counting in both cases.

The courses in speech are designed to develop the student's powers of oral expression and communication, to present a rich cultural background in the speech arts, and to aid in vocational preparation.

Students not interested in securing certification, but who wish merely to prepare themselves more adequately for handling language problems incident to all teaching, may, with the permission of the department head, take certain courses as free electives.

GENERAL SPEECH ELECTIVES

The student specializing in general speech will, with the help of his adviser, choose from the following group the courses which will give him a balanced, adequate program.

EngS 171 Oral Interpretation 3 cr.

This course emphasizes the understanding and appreciation of literature through developing skill in reading aloud. Special attention is given to selecting, adapting, and preparing material for presentation in high school classes. Second semester, each year.

EngS 281 Phonetics and Voice 3 cr.

This course includes an analysis of speech sounds used in English so that students may develop auditory acuity and correct reproduction of sounds; transcription of spoken material using the I.P.A. system; study of structure and function of speech organs; voice improvement. First semester, each year.

EngS 271 Play Production 3 cr.

This course affords each student the opportunity to select, cast, rehearse, and produce a one-act play. Included are suggestions on how to improvise for meeting the demands of small stages. First semester, each year.

Ed 451 Teaching of Speech in the Secondary Schools 2 cr.

(See Teaching of English and Speech.)

EngS 183 Speech Problems 3 cr.

This course introduces the student to the organization of, and requirements for certification in, the field of speech and hearing. The major types of speech and hearing disorders are surveyed. Emphasis is placed on diagnostic and therapeutic considerations for the problems of retarded speech development, articulatory disorders, and voice disorders. Prerequisite; Phonetics and Voice. Each semester, each year.

EngS 381 Speech Development and Improvement 3 cr.

This course, designed for elementary students, includes the study of normal speech and language development, the types of speech and hearing disorders common to the classroom, and procedures for speech improvement. Each semester, each year.

EngS 172 Radio I 3 cr.

This course combining lecture and workshop deals with radio as a resource for the classroom teacher; utilizes live programs, transcriptions and recordings; presents problems of equipment, use, maintenance, and operation of the school radio workshop. Each semester, each year.

EngS 272 Radio II 3 cr.

This course offers additional practice in radio production, in attaining skill in microphone techniques, and in preparing scripts for routine and special occasions. Prerequisite: Radio I. Each semester, each year.

EngS 376 Television in Education 3 cr.

This course has as its primary aim the training of teachers to use television as a medium of instruction in connection with classroom work. Through lectures and discussions on the campus, and through observation and workshop experiences at WQED, Pittsburgh's education television station, students will be given training in planning, writing and producing telecasts of an educational nature. Each semester, each year.

EngS 377 Television II 3 cr.

This course is an advanced course taken after EngS 376.

EngS 374 Creative Dramatics and Story Telling 3 cr.

An advanced course in play production, it deals with the technical aspects of composition, picturization, movement, rhythm, and pantomime. Each student will cast, rehearse, and direct a one-act play as the main project. Prerequisite: Play Production. First semester, each year. Each summer, Drama Workshop.

EngS 373 Costume and Make-up 3 cr.

This course deals with the practical application of straight and character make-up. Emphasis on costuming to show how mood and illusion can be created through proper selection of style, color, and texture of materials. Second semester, each year. Each summer, Drama Workshop.

EngS 273 Stagecraft and Scenic Design and Lighting 3 cr.

This course stresses all practical phases of stagecraft. Work on major productions of the semester is included. Second semester, each year. Each summer, Drama Workshop.

EngS 372 Community Dramatics and Pageantry 3 cr.

This course deals with practical problems in stage movement and business, lighting, costume and make-up. Material is presented from the standpoint of the director responsible for pageants and dramatic activities on playgrounds, in camps, and in community projects. Each summer, Drama Workshop.

FOREIGN LANGUAGES DEPARTMENT

EDWARD W. BIEGHLER, Chairman of Department

ANDREE COLLARD AMELIA COLOM

The Department of Foreign Languages recognizes as its primary duty the preparation of teachers in French and Spanish. It aims also to present these languages and the cultures that lie behind them to the non-specialist who wishes thus to broaden his general education.

Courses I to IV in French and Spanish are designed primarily for the general student. The objectives of this unit are accurate pronunciation, some ability in understanding the spoken word and in self-expression, maximum ability in reading, and some appreciation of the motives and main currents of French and Spanish cultures. The formalities of grammar are reduced to their functional minimum.

Courses V and above, conducted largely in the language in question, are designed particularly for the prospective teacher. They need not be taken in numerical sequence. The language specialist is strongly urged to have at least the elementary work in a related language.

A student offering a language as the first field of specialization must complete a minimum of 24 semester hours in that language; as a second field of specialization 18 semester hours are required.

Students who present two years of high school French or Spanish should expect to begin with French III or Spanish III; those who have had one year only find it best to begin with French I or Spanish I.

GENERAL COURSES

Fr 163 French I for Reading 3 cr.

Sp 163 Spanish I for Reading 3 cr.

Rus 163 Russian I for Reading 3 cr.

These courses designed for students who are looking forward to graduate study or who for other reasons wish to concentrate on the reading objective. Students will be encouraged to attain an acceptable pronunciation but there will be little oral drill. Grammar will be reduced to the minimum essentials for reading comprehension.

Fr 161 French I for Elementary Teachers 3 cr.

161 Spanish I for Elementary Teachers 3 cr.

These specialized introductions to French and Spanish are designed to help the elementary teacher to cooperate more effectively with the visiting teacher, or even initiate a program of her own. Stress is given to accuracy of pronunciation and oral facility in simple usage. The class will become familiar with a representative guide for teaching the language to children.

SPANISH

Sp 151 - Sp 152 Spanish I and II: Elementary Spanish 3 cr. each

This elementary sequence I-II is designed to develop basic skills in pronunciation, aural comprehension, speaking, and reading. Constant oral drill serves to encourage automatic response to recurring basic phrase-units. Reading material is chosen in part on a basis of social and cultural content.

Sp 251 - Sp 252 Spanish III and IV: ntermediate Spanish 3 cr. each

In this intermediate sequence we seek further development of the basic skills, and move progressively toward making Spanish the language of the classroom. On completion of this sequence the student should be able to read standard modern Spanish with little difficulty, understand what is said to him, and express himself in a familiar situation.

Sp 351 Spanish V: Advanced Spanish Language 3 cr.

This course, which reviews and supplements the grammar of the earlier sequences, aims toward a systematic analysis of the Spanish language. It includes illustrative composition and analysis of contemporary texts.

Sp 352 Spanish VI: Hispanic Culture 3 cr.

In this course the student is introduced to the salient facts of the Spanish and Latin American culture; ethnic composition, geography and its impact on society, high points of history, regional differences and characteristic cultural philosophies.

Sp 361 Spanish: Spanish Literature 3 cr.

This course presents a rapid survey of the main currents of the literary history of Spain, with particular stress on the nineteenth and twentieth centuries.

Sp 362 Spanish: Spanish American Literature 3 cr.

After some consideration of the basic trends of Spanish American literature, this course concentrates its attention on the recent novel of social thesis.

Sp Spanish: Spanish Prose Fiction 3 cr.

After a brief survey of the picaresque novel of the Golden Age and its influence in European literature, this course considers in particular the realistic novel after 1850 and the view it affords of modern customs and manners.

Sp 253 Spanish: Special Projects 3 cr.

This course is designed to satisfy the special needs of a group as they may arise. It may be utilized for further training on conversation and composition, commercial usage, study of periodical literature, recent theater, etc. It may be repeated with credit.

FRENCH

Fr 151 - Fr 152 French I and II: Elementary French 3 cr. each

Fr 251 - Fr 252 French III and IV: Intermediate French 3 cr. each

Fr 351 French V: Advanced French Language 3 cr.

Fr 352 French VI: French Culture 3 cr.

The objectives and methods of these sequences and courses parallel those of Spanish I-VI.

Fr 361 French: French Literature through the Eighteenth Century 3 cr.
3 cr.

After touching on the characteristic qualities and origins of French literature, this course will devote major attention to the seventeenth and eighteenth centuries.

Fr 362 French: Nineteenth Century French Literature 3 cr.

This course aims to present a coherent survey of the literary history of the nineteenth century, with due consideration of the social factors and events underlying it.

Fr 363 French: Twentieth Century French Literature 3 cr.

This course will examine the literary scene of the current century and its relationship with French life of today.

Fr 253 French: Special Projects 3 cr.

This course parallels Spanish X.

GEOGRAPHY DEPARTMENT

THOMAS G. GAULT, Acting Chairman of Department

NORAH E. ZINK
JAMES E. PAYNE
DAVID C. WINSLOW
OTIS W. FREEMAN

The Geography Department serves two functions. In a general education course, required of all students, the Department aims at the extension of geographic learnings throughout the college. For a select group of students who demonstrate special interest and ability, the Department provides specialized training for prospective teachers and supervisory specialists in geography in the secondary and elementary schools of the Commonwealth of Pennsylvania.

Students specializing in geography come largely from the Secondary, Elementary, and Business Education Divisions. For Elementary students, geography is planned and presented to give the fundamentals needed in presenting to young students those understandings of people so necessary for the preservation of peace and liberty throughout the world. In the Secondary field it enlarges the student's background for teaching geography; it also equips specialists in geography with the knowledge, skill and ability to present geography at the secondary level. Geographic offerings available for Business Education students prepare such students to teach geography successfully in the Business Education Department of secondary schools.

Opportunities for trained geographers are presently increasing due to the expansion of geographic education in the secondary school and in the increased demand for geographers in the business and in government service. If geography is the first field of specialization 24 semester hours of geography are required. If geography is the second field of specialization 18 semester hours of geography are required.

GENERAL EDUCATION COURSE

(Required of all students)

Geog 101 World Geography 3 cr.

The purpose of this course is to develop a knowledge and appreciation of patterns of the natural environment throughout the world, such as patterns of soil, climate, vegetation,—and of man's adjustment to them, with special emphasis on man's economic and cultural responses. This course is prerequisite to all other courses in the department.

REQUIRED OF ALL GEOGRAPHY MAJORS

Ed 451 Teaching of Geography in Secondary Schools 3 cr.

This course is an intensive study of modern techniques for teaching geography, of geographic materials, and of current curricula in geography. Emphasis is placed on the contribution of geography to the solution of national and world problems. State Bulletin 412 is considered.

ELECTIVES FOR GEOGRAPHY MAJORS AND MINORS

At least one course must be chosen from each group below.

Group 1—Earth Studies

Geog 251 Climatology 3 cr.

This course is primarily concerned with the climatic regions of the earth, and the limitations and advantages they offer for man's occupance. This course is a valuable aid to students of World Problems.

Geog 252 Geology 3 cr.

A study of the rocks and geologic processes that effect the earth as the habitat of man. The course includes a survey of the past history of the earth and how this effects human activities.

Geog 253 Meteorology 3 cr.

This course analyzes the laws and underlying principles of atmospheric changes. An opportunity is given for students to become familiar with common weather instruments, to read and interpret weather maps, to observe and record weather data, and discuss problems arising from the use of the atmosphere as a medium of travel and transportation.

Geog 254 Physiography 3 cr.

This course involves a detailed study of the physical geographic pnenomena of the earth, sun, moon relationship and of the creation, structure and distribution of landforms such as mountains, river systems, glaciers, plateaus. It provides the student an understanding of the natural base on which the role of human geography is performed.

Geog 255 Cartography 3 cr.

This course is designed primarily to enable the student geographer to attain proficiency in the use and interpretation of maps, globes, cartograms, and geographic diagrams. The history of maps, the development of signs, symbols, map scales; the construction of projections, graphs, and diagrams, and the application of each of these to the teaching of geography are stressed.

Group 2—Economics

Geog 151 Economic Geography 3 cr.

This course develops an understanding of world patterns of producing and consuming regions, population distributions, world trade routes and related natural factors. It also deals with the applications of these understandings to the solution of national and international problems.

Geog 351 Commercial Air Transportation 3 cr.

This course is concerned with questions of importance in the development of commercial aviation such as: policies concerning the freedom of the air, governmental agreements, subsidies, control and use of air bases, the importance of the North, and world air routes. This course may be used as an elective in Aeronautics Education.

Geog. 352 Conservation of Natural Resources 3 cr.

Conservation of resources requires action on the part of the citizen. Why action is necessary and how it can be implemented is of major concern to this study of conservation problems of land, water, plant, animal, and human resources.

Geog 353 Geographic Influences in History 3 cr.

This course is a study of the relationship of the natural environmental factors to the settlement, development and progress of selected countries—with major emphasis on the United States. Prerequisites: World Geography and Geography of the United States and Canada.

Geog 354 Trade and Transportation 3 cr.

This course includes a study of transportation routes, ports, railroad centers, hinterlands and the trade relations between production areas and between countries.

Group 3—Regional Studies

Geog 361 Geography of the United States and Canada 3 cr.

This course is a regional study of the United States and Canada, concerned with the investigation of man's adjustment to his environment as determined by the physical factors of climate, vegetation, relief, soils and natural resources. Recognition of political adjustments to the geographic environment and the inter-relations between the two countries and the rest of the world are stressed.

Geog 356 Geography of Asia 3 cr.

This course comprises a study of the major geographic regions of the Soviet Union and Southwestern Asia. Special emphasis is placed on the natural resources of the regions and their use, the peoples, their numbers and distribution, their culture and recent cultural changes, strategic areas and related political problems.

Geog 357 Geography of Africa and Austrailia 3 cr.

This is a regional study of Africa, Australia, and New Zealand, presenting the economic and social development of the regions of these lands and their relationship to the physical environment. The geographic aspects of the problems of land tenure, race, future land use, and the strategic importance of the areas are considered.

Geog 358 Geography of Europe 3 cr.

The aim of this regional course is to help students acquire the ability to find and apply geographic relationships underlying land use, dominant international problems, boundary disputes and the regional complexes of the European continent.

Geog 359 Geography of the Far East 3 cr.

This course includes a study of India, Japan, China, the Philippines, Southeastern Asia and the East Indies and involves an intensive investigation of the natural factors and man's adjustment to them in the geographic, economic and political regions of Eastern Asia. The geographic background needed in planning solutions for raising standards of living, for the wise use and restoration of natural resources and the industrialization of countries is presented.

Geog 360 Geography of Latin America 3 cr.

In this course a regional study is made of Middle and South America. Special emphasis is given to regional differences and similarities. Latin American relations with other areas, especially the United States, are stressed.

Geog 102 Geography of the United States and Pennsylvania 3 cr.

See course description under "Required in the Elementary Curriculum."

Geog 362 World Problems in Geography 3 cr.

This course considers world problems and the geographic backgrounds necessary in understanding them. Attention is given to boundary questions, the values and controls of colonies, fishery agreements, problems concerning commercial aviation, world trade, world food resources, control and development of natural resources, the making of peace and similar topics.

Geog 363 Field Trips in Geography 3 cr.

These courses, which involve the study of a selected area through the agencies of travel and actual investigation, are arranged from time to time to suit the needs of the student groups.

Geog 452 Field Course in Geography 3 cr.

This course proposes to give experiences in the use of geographic tools and techniques in the field.

REQUIRED IN THE ELEMENTARY CURRICULUM

Geog 102 Geography of the United States and Pennsylvania 3 cr.

This course gives a comprehensive treatment of the adjustments of the peoples of Pennsylvania and the United States to the physical factors—structure, relief, climate, soils, and natural resources—which mold their destiny. The inter-relationships between the United States and Pennsylvania and the rest of the world are stressed. Prerequisite: World Geography.

Ed 411 Teaching of Social Studies and Geography 1 to 3 cr.

This course considers such topics as (1) the meaning and content of pregeography and geography in the elementary school, (2) methods of getting geographic understandings and attitudes of interest and sympathy for other peoples, (3) methods of developing the ability to use pictures, maps and graphs, (4) the geography program in Bulletin 233B, and (5) the relationship of geography to other subject matter fields.

HEALTH AND PHYSICAL EDUCATION DEPARTMENT

GEORGE P. MILLER, Chairman of Department

OWEN DOUGHERTY
ANN ELLIOTT
MARGARET M. MARTIN
REGIS McKNIGHT
RUTH PODBIELSKI
LEWIS SHAFFER
SAMUEL SMITH

The Health and Physical Education Department provides required Health and Physical Education courses for all students in all curricula, a number of elective courses for those seeking certification in the field of Education for Safe Living and some non-credit activity courses.

All students are expected to pass a college swimming test. Those who are unable to meet this requirement after considerable training and practice will be given the privilege of meeting a substitute requirement.

The Health and Physical Education Department serves the entire college by means of:

1. Required courses in Health and Physical Education in which effort is made to assist the individual student to attain the highest quality of vigor and skills of which he is capable.

2. Professionalized content for Elementary students preparing them to conduct or assist in conducting a modern Health and Physical Education Program in the public schools.

3. Provides opportunities for participation in worth-while leisure time activities and attainment of skills in those of value for adult use.

All students taking Health the first semester will take Physical Education I the second semester; conversely, students taking Physical Education I the first semester will take Health the second semester. All students will take Physical Education II in the third semester, and Physical Education III in the fourth semester.

GENERAL EDUCATION COURSES

(Required of all students)

HPe 101 Health 2 cr.

Health consists of a study of the individual and community problems with the chief emphasis placed on the improvement of the student's own health.

HPe 102 Physical Education I 1 cr.

This course provides a seasonal program of sports and activities that will have some carry-over value. The activities will improve the physical fitness of the student and develop a number of sport skills.

HPe 203 Physical Education II 1 cr.

A continuation of Physical Education I with greater emphasis on participation in activities learned in Physical Education I.

HPe 204 Physical Education III 1 cr.

This course will provide for greater specialization in selected activities to bring personal performance ability to advanced levels. "The equivalent of the American Red Cross Standard First Aid Course will be included in this course."

REQUIRED IN ELEMENTARY EDUCATION

El 314 Teaching of Health and Physical Education 2 cr.

See Elementary Section for course description

ELECTIVE COURSE

HPe 356 First Aid 1 cr.

The college course includes the Red Cross Standard and Advanced Course which requires 26 hours of work and the Red Cross Instructors Course which requires 3 hours of orientation work. Red Cross certificates will be awarded upon the successful completion of each course. The successful completion of the Instructor's Course permits the holder of that Certificate to conduct classes in First Aid.

NON-CREDIT ACTIVITY COURSES

Red Cross Life Saving and Swimming

The college cooperates with the American Red Cross in conducting life saving and swimming classes in the college pool. Many students earn their Senior and Instructor's certificates in Life Saving. This enables these students to work in summer camps and city pools as life savers.

CERTIFICATION IN THE FIELD OF EDUCATION FOR SAFE LIVING

The State Council of Education approved this new certification January 9, 1948. The four courses below, General Safety Education, Driver Education, the Organization and Administration of Safety Education, and Methods and Materials in Safety Education in the Secondary Schools meet the requirements for certification with 12 semester hours. A temporary standard certificate is issued upon the completion of these courses and it becomes permanent after two years of successful experience in the field.

HPe 251 Introduction to Safety Education 3 cr.

The Introduction to Safety Education course is one which will be valuable to teachers of all grade levels and all departments. It deals with the recognition of unsafe conditions and practices, and the methods by which they may be eliminated or minimized, in an accident prevention program. The study includes home, school, occupational, and public safety.

HPe 252 Driver Education 3 cr.

Driver Education is a combination of class instruction in traffic safety and driver training in actual behind-the-wheel practice in a dual control car. It prepares the student to teach driver education in a high school. The prerequisites for the course are: the student should have driving ability above the average and evidence of holding a driver's license, plus at least two years of driving experience without having a major accident for which the driver is responsible.

HPe 254 Organization and Administration of Safety Education 3 cr.

The Organization and Administration of Safety Education deals with the basic principles of organizing, administering and supervising safety education procedures in schools. A large part of the course is devoted to methods of teaching pupil safety activities in school and community.

HPe 253 Methods and Materials in Safety Education in the Secondary Schools 3 cr.

Methods and Materials in Safety Education in the Secondary Schools is a course that emphasizes the use of correlating and integrating safety with many different subjects and school activities, teaching as a separate subject and centering safety education around pupil organizations and special projects.

HOME ECONOMICS DEPARTMENT

OPAL T. RHODES, Chairman of Department

HELEN BROWN
RACHEL DELLE DONNE
ELEANOR GALLATI
HELENA JANSEN
ELIZABETH HEARN LaVELLE
HELEN C. MERRIMAN
RACHEL DALE MOSS
LEOLA T. NORBERG
MILDRED E. OMWAKE
DEE STEPHENSON SMITH

Leading educators are stressing three contributions of a home economics department: (1) to prepare all women for their life work as homemakers, and to prepare men for their responsibilities as future heads of families and fatherhood, (2) to prepare teachers to educate high school and elementary pupils for homeliving and (3) to prepare professional economists for their positions. This economics department fulfills all three obligations. It meets the standards set up by the Smith-Hughes Act of 1917 and has kept pace with improvements in educational philosophy, teacher education and each of the many areas of homemaking. The faculty know each student personally and plans with her for in college and out of college experiences that best contribute to her development as a person. Our only lack is sufficient graduates to meet professional and matrimonial demands. The following descriptions tell why our graduates are so well qualified and so much in demand.

CLOTHING

HE 112 Clothing I 3 cr.

Three garments, as a minimum, are made with emphasis on good appearance and efficient management in the process of making each article. This involves a study of commercial patterns, and of quicker and better ways of garment construction. The sewing machine is used extensivelyy and hand sewing is done when appropriate. The cost of the fabric is approximately $30.

HE 214 Clothing II 2 cr.

An intensive study of the practical methods of solving fitting problems and applying the principles of dress design form the basis for this course. Practical applications are made by flat pattern designing. Students demonstrate the more difficult construction processes in sewing. Cost of fabric is approximately $30. Prerequisite: Clothing I.

HE 417 Clothing III 2 cr.

A coat or suit is tailored and a garment remodeled. Additional ability is gained in pattern construction and use, construction techniques, selection and care of clothing. Constructed garments are compared with ready-to-wears. The cost of fabric is approximately $40.

HE 314 Textiles and Clothing Economics 2 cr.

The manufacture of fabrics and the making and retailing of ready made garments is considered in relation to retail cost. Selection and upkeep of clothing and household textiles is studied from the stand point of quality of fiber, fabric and finish. Labels and laws governing the sale of fur, fabrics and manufactured articles are investigated.

CONSUMER EDUCATION

HE 413 Consumer Economics 2 cr.

An understanding of economic problems of consumer buyers is sought. Problems of production, distribution, merchandising, and buying are studied. Emphasis is placed upon help available from government, private agencies and consumers themselves. A program for the education of intelligent consumers is planned. Gaining maximum satisfaction from goods and services available to each family is an important goal.

FAMILY AND CHILD

Psy 215 Child Development 2 cr.

Development from conception to adolescence is studied. The child as an individual and the adult's opportunities and responsibilities for assisting each child toward optimum development is emphasized.

HE 411 Family Relations 2 or 3 cr.

Students have opportunity to gain knowledge and understanding of personality development and the importance of early family and community influence in well adjusted lives and family stability. Emphasis is on preparation for marriage and problems of human relations within homes. Reading, discussion, and conferences are used in facing and solving problems.

HE 412 Nursery School Child 2 cr.

Opportunity for observation study and care of children between 2 and 5 is provided.

FOODS AND NUTRITION

HE 111 Foods I 3 cr.

Basic principles of meal planning, food selection and preparation are covered as they relate to family meals. Table service and marketing are included. Demonstrations and other teaching techniques give emphasis to the preparation for teaching. Laboratory work provides experience and evaluation of standards. Three nurses uniforms and comfortable white shoes are needed.

HE 211 Foods II 3 cr.

Foods studied and prepared present more advanced problems in cookery and meal service than those of Foods I. Some of these relate to food preservation, freezing of foods, meat selection and cookery, poultry dressing, methods of making breads, cakes and pastry. Recent research and experimentation indicating new and improved methods of cookery are considered. Demonstrations and other teaching techniques serve as a preparation for teaching.

HE 212 Nutrition 3 cr.

Positive relation of food to health is emphasized. Signs of good and poor nutrition, functions of nutrients, interdependence of dietary essentials, and nutritive essentials of an optimum diet are studied. Nutritional requirements in infancy, childhood, adult life, pregnancy, lactation, old age, common nutritional deficiency and disorders are emphasized. Adequate diets on different economic levels, racial and nationality are considered. Laboratory work provides for further understanding of these problems.

HE 313 School Lunchroom Management I 3 cr.

Future home economics teachers have instruction and experiences essential to managing and/or essential to supervising a school lunch program. These experiences include planning, preparing and serving lunches that are nutritionally adequate, attractive and inexpensive. All of the work is coordinated with the requirements of the National School Lunch Program.

HOME MANAGEMENT

HE 416 Family Finance 2 cr.

Economic principles underlying personal and family financial problems are studied. Sources of income; how family members can reduce expenditures through wise use of time, material and human resources; increasing real and physic income; accounts; savings and investments; legal contracts; banking; home production; the optimum use of social income sources; and planning for the wise use of the family income are all studied. An understanding of what low incomes mean in terms of living is sought. Ways of helping families live better on their incomes are emphasized.

HE 311 Home Care of the Sick 1 cr.

Principles of the care of the sick in the home and of the sick in time of disaster emergencies are studied. Practical laboratory experience is provided. The student is awarded the American Red Cross Home Nursing certificate upon completion of the course.

HE 414 Home Management 3 cr.

Students experience activities of home living as a group. Managerial ability is developed and human values and relations emphasized. Child care and guidance; planning, buying, preparing and serving meals; the use and care of all household equipment; care and management of the home; entertaining and providing for better living are supervised and improved.

HE 113 Household Care and Equipment 2 cr.

Principles needed for the wise selection, efficient operation and care of kitchen, laundry, and other household equipment are studied and applied. Comparative studies of operation and efficiency of various kinds of equipment, procedures and cleaning materials are emphasized. Good management in arrangement, storage and working heights and procedures that will save time, energy and money and secure good results in family living form the basis of the course.

HE 312 Housing 2 cr.

Problems confronting families in finding suitable housing are considered. Community planning, selection or construction of homes, architectural designs, materials and processes in construction and finishes, factors affecting costs and quality, building economics, legal aspects, heating, ventilation, lighting, plumbing, floor plans for convenience, comfort, and aesthetic values, and housing maintenances are studied.

PROFESSIONAL

Ed 101 Professional Orientation 3 cr.

This orientation and guidance course is designed to acquaint prospective teachers with the opportunities and requirements of their profession, the relationship of the school to society, the organization of the American school system, the pupil and the educational process. Extensive directed observation of various schools and learning situations will be required.

HE 415 Methods in Teaching Home Economics (Vocational) 4 cr.

Students are helped to understand and solve problems of the home economics teacher in reimbursed and non-reimbursed positions. Teacher responsibilities considered are adult education, curriculum, evaluation, pupil-teacher planning, home visits and experiences, teaching techniques, boys and mixed classes, Future Home Makers Association, and home living in elementary grades. Observations and participation in adult, college and Keith elementary and secondary classes are used to prepare teachers to include all phases of home living and to teach in democratic schools.

Ed 421 Student Teaching (Resident) 8 cr.

During student teaching senior students live in typical communities and teach in superior departments approved for vocational home economics. Saturday campus conferences provide for study, help with professional problems and an exchange of ideas and experiences.

Ed 422 Professional Practicum 1 cr.

Observation and participation in secondary home economics classes parallel methods so that students gain an at home feeling in the classroom and a knowledge of theory in practice. They study children, select educational experiences and materials, motivate and guide learning and work with subject matter selection and organization.

Ed 422 School Law 1 cr.

This course aims to provide an interpretation of school law as it directly pertains to the needs of the teacher. The course is given con-currently with methods.

RELATED ART

HE 216 Clothing Selection (Costume Design) 2 cr.

Opportunity to select clothing for herself and others under supervision is provided. Personality, coloring and figure variations are studied in relation to color, texture and pattern designs. Costume accessories are designed and made. Class experiences create a consciousness of the value of being well groomed and provide techniques for accomplishing this. Prerequisites: Principles of Design.

HE 215 Home Furnishing 3 cr.

Students develop ability to create attractive livable homes and judgment in selecting and purchasing suitable home furnishings. Floors, walls, and windows, the arrangement of furnishings and furniture and remedies for problem rooms and houses are studied. Improvising, mending, remodeling, and refinishing furniture, making curtains, slip covers and draperies, etc., provide practical problems. Prerequisites: Principles of Design and Clothing I.

ELECTIVES

HE 451 Clinic in Home Economics Education 3 cr.

This course provides further study for teaching various areas needed for adequate living in the home and the community. The philosophy underlying learning, evaluation, curriculum planning and effective teaching is studied and applied to specific field situations.

HE 353 Clothing IV 2 cr.

An appreciation of what constitutes good design in hats as part of the complete ensemble is developed. Selection, construction and remodeling hats for different seasons is included.

HE 354 Clothing V Special Problems in Clothing 3 cr.

Clothing problems met by individuals in home, college and teaching are solved. This course also provides a background for students who have had little previous experience in clothing construction. Prerequisite: Consent of the instructor.

HE 355 Diet in Disease (Diet Therapy) 3 cr.

A study is made of diet problems of infants, growing children, the aged, pregnant and lactating women, and diseases such as diabetes, nephritis, gastro-intestinal disease and others needing special dietary treatment. Special diets are planned, calculated, and prepared. The course is planned for students desiring advanced nutritional study. Prerequisites: Foods I, Nutrition, Chemistry, Physiology or Biology.

HE 356 School Lunchroom Management II 3 cr.

(Organization and Administration)

Problems of food service administration in various types of educational institutions are studied, such as management of personnel, labor, food, equipment, and supplies; record keeping; professional standards and ethics; experience in supervision of food service. Field trips to schools and other food service units are provided.

HE 357 Special Problems in Foods 3 cr.

Food problems which meet the particular needs of the group or of individuals are solved. Foods for special occasions, demonstrations, experimental work, food decoration and arrangement of illustrative material are among the suggested units. Prerequisites: Foods I and II.

ELECTIVE FOR OUT OF DEPARTMENT STUDENTS

HE 351 Nutrition Education 1 or 2 cr.

Fundamentals of food selection, menu making and principles of nutrition are studied. Application is made to the various age groups economic levels and social and national background. Emphasis is placed on nutrition for the school child with consideration of the school lunch program. This course is a must for all elementary, science and health education majors.

GENERAL EDUCATION REQUIREMENTS

HE 403 Home and Family Living 3 cr.

Many needs of men and women as heads of families and homemakers and as parents are met. Units studied are: how nutritionally adequate meals provide for body food need; food purchasing, preparation and service; child care, development and guidance; the family and the role of each member; clothing selection and care; housing the family; furnishing and equipping the home; house care and management; and wise use of human and material resources.

MATHEMATICS DEPARTMENT

JOY E. MAHACHEK, Chairman of Department
GEORGE W. GAVALA
JAMES E. McKINLEY
I. L. STRIGHT

The Mathematics Department provides courses primarily for the Departments of Secondary and Elementary Education but students from any department may elect courses in sequence either to improve their general education or to prepare for technical work in various fields.

A course in Fundamentals of Mathematics is required of all students in the Elementary & Secondary Education Departments unless proficiency is shown by examination. A course in Teaching of Arithmetic is required of all students preparing to teach in the elementary school.

Students in the Secondary Division choosing mathematics as a first field of specialization must have a minimum of 24 semester hours in mathematics; those choosing it as a second field of specialization must have a minimum of 18 hours. These numbers indicate only the acceptable minimum. Students specializing should plan to take as many additional electives as the opportunity offers.

COURSES REQUIRED FOR SPECIALIZATION IN MATHEMATICS

Math 153 College Algebra 3 cr.

This course includes a brief review of high school algebra and development of algebra necessary for subsequent college mathematics. A study is made of functions and their graphs, linear and quadratic equations, progressions, the binomial theorem, theory of equations, variation, determinants, permutations, combinations, and probability.

Math 154 Trigonometry 3 cr.

Plane trigonometry is essential for students preparing to teach the course in secondary schools and is basic to subsequent courses in college mathematics and science. It emphasizes indirect measurement through the solution of triangles and trigonometrical analysis.

Math 155 Analytic Geometry 3 cr.

This course provides a background for calculus and for other advanced courses. It relates algebraic equations with geometric forms through the study of rectangular and polar coordinates, the straight line, the circle, conics, transformation of coordi-

nates, parametric equations, and higher plane curves in geometry of two dimensions. In the geometry of three dimensions point, plane, line and quadric surfaces are emphasized. Prerequisite: College Algebra and Trigonometry.

Mathematical Analysis I & II

Mathematical Analysis I & II may be substituted for College Algebra, Trigonometry, and Analytic Geometry. They will cover the same material and carry the same total credit hours but will be taught as fused courses.

Math 151 Mathematical Analysis I 4 cr.

An integrated organization of the traditional subject matter of College Algebra, Trigonometry and Analytic Geometry serves as the basic material for the two courses. The central idea of the organization is the function concept. The principal topics in this course are linear functions and graphs, rational and irrational functions, logarithms and logarithmic functions, trigonometric functions and formulas, the solution of triangles, exponential functions, permutations, combinations, and probability. This semester's work is closely correlated with, and forms an extension of, the senior high school mathematics.

Math 152 Mathematical Analysis II 5 cr.

As a continuation of Mathematical Analysis I, the chief topics considered in this course are: the properties of circular functions, the straight line, loci, the conic sections, polar coordinates, transformation of coordinates, the general equation of the second degree in two variables, parametric equations, sequences and series, and the determination of equations representing given experimental data. Prerequisite: Mathematical Analysis I.

Math 251 Calculus I 3 cr.

This course aims to give the student a clear understanding of the meaning of the derivative as well as mechanical facility in the computation of the derivative of algebraic and transcendental functions. Applications of the derivative in solving problems of maxima and minima, in finding roots of equations, and in curvature are emphasized. The use of integration as a process of summation is applied to elementary problems in finding areas enclosed by plane curves, volumes of solids of revolution, the length of a curve, and to area of surfaces of revolution. Prerequisite: Mathematical Analysis II or Analytic Geometry.

Math 252 Calculus II 3 cr.

This course is a continuation of Calculus I. Topics included are: differentials, the theorem of the mean value and its applications, centroids, fluid pressure, work, series, and work in polar and parametric equatioins. General facility in integration is promoted by a study of the construction of tables of integrals, as well as the various aids in integration. Prerequisite: Calculus I.

Ed 451 Teaching Mathematics in the Secondary School 3 cr.

The major objective of the course is to prepare teachers of mathematics for the modern high school. Units include content of curriculum, objectives, current literature, methods of instruction, unit and lesson planning, evaluation, observation and participation.

Mathematical Analysis III and IV

Mathematical Analysis III and IV may be substituted for Analytic Geometry, Calculus I and Calculus II. They will cover the same material and carry the smae total credit hours but will be taught as fused courses. Entering freshman who have had four years of high school mathematics including trigonometry, and who have demonstrated superior ability in mathematics, may be permitted to enter Mathematical Analysis III during the first semester of the freshman year.

Math 157 Mathematical Analysis III 4 cr.

This course is an introduction to Analytic Geometry, Differential Calculus and Integral Calculus. Among the topics considered are the following: cartesian coordinates, elementary curve tracing, the analytic geometry of the straight line, a study of derivatives of elementary functions involving the algebraic operations, rates and differentials, an introduction to integration including indefinite integrals, the definite integrals applied to the computation of areas and volumes, and other applications of the "fundamental theorem."

Math 257 Mathematical Analysis IV 5 cr.

This is a continuation of Mathematical Analysis III and includes the application of Analytic Geometry to the circle, parabola, ellipse, and hyperbola. Differentiation and integration are studied in connection with the exponential, logarithmic and circular functions. A study is made of polar coordinates and parametric equations as related to analytic geometry and the calculus and also of solid analytic geometry and multiple integration.

ELECTIVE COURSES

Math 253 Advanced College Algebra 3 cr.

This is a second course in Algebra designed to develop a knowledge of algebraic theory and skill in the processes. It includes a study of theory of equations, determinants, partial fractions, infinite series, complex numbers, cubic and biquartic equations, and mathematics of investment. Prerequisites: College Algebra, Trigonometry, and Analytic Geometry.

Math 351 Calculus III 3 cr.

The aim of this course is to complete the student's study of elementary calculus. This course should strengthen the preparation for teaching secondary school mathematics as well as give background for graduate work, and is therefore recommended for all students contemplating advanced study in mathematics. Some of the topics considered are: partial differentation, multiple integration, hyperbolic functions, and a brief study of elementary differential equations. Prerequisite: Calculus II.

Math 355 College Geometry 3 cr.

This course gives the student a thorough preparation for teaching plane geometry. Effective methods of attack in solving problems are carefully analyzed and applied. Special effort is made to correlate the material studied with that of the high school. Representative topics are: geometric construction based on loci and indirect elements; similar and homothetic figures, properties of the triangle, Menelaus's theorem and Ceva's theorem, harmonic properties of circles, inversion and recent developments in geometry.

Math 354 Field Work in Mathematics 1 to 3 cr.

The principal topics of this course are: field instruments, their mathematical construction and use; the slide rule, its construction and use; and suggestions for teaching the simpler instruments in secondary school courses.

Math 353 History of Mathematics 3 cr.

A cultural background in the field of elementary mathematics is developed in this course. Emphasis is placed on the history of the development of the number systems of elementary mathematics, computational devices, mathematical symbolism, space concepts, and simple logical processes. Other topics treated are: methods of problem solving, historical references in teaching, mathematical recreations, and the biographies of outstanding mathematicians. Prerequisite: Analytic Geometry.

Math 254 Mathematics of Finance 3 cr.

The primary purpose of this course is to give the student a background for teaching general and consumer mathematics. The course introduces the student to the elementary theory of simple and compound interest, and leads to the solution of practical problems in annuities, sinking funds, amortization, depreciation, stocks and bonds, installment buying, and building and loan associations. It also includes the theory of probability as related to life insurance, the theory and calculation of mortality tables, various types of life annuities and insurance policies.

Math 256 Spherical Trigonometry and Navigation 3 cr.

In addition to the usual treatment of theorems of space the course emphasizes alternate methods of proof and applications of algebra and elementary analysis to solid mensuration; spherical trigonometry; and practical applications of space concepts especially in the field of navigation.

Math 362 Statistics 3 cr.

This course covers the use of graphs, frequency distributions, averages, measures of central tendency and dispersion, sampling, correlation, curve-fitting, the point binominal, and the normal curve. Emphasis is placed on the mathematical development of formulas, as well as on skill in using them.

REQUIRED OF ALL STUDENTS IN SECONDARY EDUCATION

Math 111 Fundamentals of Mathematics 3 cr.

This course is concerned with cultivating the students' general understanding and appreciation of mathematics. For students who have had little high school mathematics emphasis will be placed on the development of the number system, arithmetic, proof and reasoning, methods of equations, graphs, simple statistics and the place of mathematics in present day living. For those with adequate high school mathematics consideration will be given to the elements of more advanced mathematics.

REQUIRED OF ALL STUDENTS IN ELEMENTARY EDUCATION

Math III Fundamentals of Mathematics 3 cr.

See above.

El 313 Teaching of Arithmetic 3 cr.

See Elementary Section for course description.

MILITARY SCIENCE AND TACTICS DEPARTMENT

LT. COLONEL TRUMAN E. DEYO, PMST

MAJOR JAMES M. SKINNER
CAPTAIN VINCENT J. TANZOLA, JR.
M/SGT. CLAYTON E. DAY
M/SGT. EDWARD M. KOCH
M/SGT. GEORGE KOHUT
SFC RICHARD E. EASON

SGT. FRANK KULKOSKY

State Teachers College, Indiana, Pennsylvania, is authorized a Senior Division, Reserve Officers Training Corps unit. The mission is to produce junior officers who have the qualities and attributes essential to their progressive and continued development as officers of the Army of the United States.

REQUIREMENTS FOR ENROLLMENT

The general requirements for enrollment in the ROTC are that the student be a citizen of the United States, physically qualified as prescribed by the Department of the Army, accepted by the institution as a regularly enrolled student, not less than 14 years of age, but less than 23 years of age at the time of enrollment (except for veterans). For continuance in the ROTC the student must successfully complete such general survey or screening tests as are given to determine eligibility for admittance to the Advanced Course, and agree in writing upon admission to the advanced course to complete the course of instruction offered, unless released by the Department of the Army. Veterans may receive credit for portions of the ROTC military course for military service completed within five years prior to enrollment in ROTC.

WHAT ROTC OFFERS

Uniforms, equipment, ROTC textbooks, and notebooks are issued without cost to formally enrolled cadets.

Students having successfully completed the Basic Course, or having over one year of active service in the Armed Forces, and meeting the Advanced Course admission requirements are paid a subsistence allowance in lieu of rations currently amounting to Twenty-Seven (27) Dollars per month during the time they are taking the Advanced Course.

After the student completes the Advanced Course, ROTC and receives his baccalaureate degree from the college he is eligible for a commission as a Second Lieutenant in the United States Army Reserve.

Students who have completed the first year Advanced Course and have displayed outstanding qualities of military leadership, high moral character, and definite aptitude for military service are

designated "Distinguished Military Students." Students so honored who maintain the standards until graduation are designated "Distinguished Military Graduates," and are eligible for appointment in the Regular Army.

Policies affecting enrollment and continuance of students in the Senior Division of the Reserve Officers Training Corps are included in the provisions of the Selective Service Act of 1950. This Act provides for military deferment of students so enrolled until completion of their academic course under the following conditions:

1. Students enrolled in the ROTC must remain in good standing in both their academic and military courses.
2. They must demonstrate proper and sufficient aptitude and leadership characteristics to ultimately qualify them for a commissioned appointment.
3. They must attend a summer training camp, when ordered by competent authority (usually at the end of the Junior year).
4. They are required to sign an agreement to accept a commission in the Army, if and when tendered and to serve not less than two (2) years on active duty as an officer, subject to call by the Secretary of the Army.

CURRICULUM IN MILITARY SCIENCE AND TACTICS

The Military Science curriculum covers four years and is divided into two courses: The Basic Course and the Advanced Course.

THE BASIC COURSE

The first two years of Military Science comprise the Basic Course which furnishes a background in basic military subjects. A minimum of three hours instruction each week is required for this course.

1st Year

MS 101 Military Science I 1 cr.

Instruction in Organization of the Army and ROTC; Individual Weapons and Marksmanship; School of the Soldier and Exercise of Command.

MS 102 Military Science II 1 cr.

Instruction in American Military History; School of the Soldier and Exercise of Command.

2nd Year

MS 203 Military Science III 1 cr.

Instruction in Map Reading, Tactics; School of the Soldier and Exercise of Command.

MS 204 Military Science IV 1 cr.

Instruction in Elementary Communications; Crew Served Weapons and Gunnery; School of the Soldier and Exercise of Command.

THE ADVANCED COURSE

The Advanced Course consists of five hours of instruction weekly during the third and fourth years of Military Science. Students who clearly demonstrate during their attendance in the Basic Course the qualities necessary to become a Reserve Officer of the U. S. Army are enrolled in the Advanced Course.

For admission to this course a student must fulfill the following: have completed the Basic Course; be selected by the Professor of Military Science and Tactics and the President of the College; be 27 years of age or under at time of enrollment; meet physical requirements as established by the Department of the Army; execute a contract with the Government to finish the course, attend a six-week summer camp and accept a reserved commission if tendered. When contract is signed, completion of the Advanced Course becomes a requirement for graduation.

3rd Year

MS 305 Military Science V 3 cr.

Instruction in Leadership; Military Teaching Methods; Organization and Mission of the Quartermaster Corps; Principles of Supply; School of the Soldier and Exercise of Command.

MS 306 Military Science VI 3 cr.

Instruction in Procurement; Aerial Supply and Delivery; Quartermaster Operations in the Theater of Operations; School of the Soldier and Exercise of Command.

4th Year

MS 407 Military Science VII 3 cr.

Instruction in Logistical Organization of the Continental United States; Quartermaster Activities at Installations; Petroleum Procedures; Research and Development; Quartermaster Mess and Motors; School of the Soldier and Exercise of Command.

MS 408 Military Science VIII 3 cr.

Instruction in Military Administration and Justice; Command and Staff; Training Management; Service Orientation; Officer Indoctrination; School of the Soldier and Exercise of Command.

SUMMER CAMP

The six weeks of summer camp is attended by students upon completion of the first year of the Advanced Course of Military Training. Time at camp is devoted to the practical application and demonstration of principles and theories taught during the school year. While at camp each student will receive lodging, subsistence, uniforms, medical care, reimbursement for travel and pay of the first enlisted grade of the United States Army (currently $78.00 per month).

ROTC Cadet officers prepare plans.



MUSIC EDUCATION DEPARTMENT

HAROLD S. ORENDORFF, Chairman

ROBERT W. BURGGRAF
CATHERINE C. CARL
DONALD J. CALDWELL
CHARLES A. DAVIS
DANIEL DI CICCO
GLADYS DUNKELBERGER
OLIVE FORNEAR
WALTER A. GOLZ
ARVILLA HARROLD
THOMAS J. HUGHES
JEROME LANDSMAN
C. DAVID McNAUGHTON
E. JOCELYN MACKEY
RUSSEL C. NELSON
MARGARET PETERSON
LAURA M. REMSBERG
CLEL T. SILVEG
LAWRENCE C. STITT
ALAN R. TRUBITT

Objectives of the Department: The main objective of the Department of Music Education is to contribute toward the general education and professional preparation of the college student as a citizen and as a teacher for the public schools. Toward this goal, the department regards its responsibility in a 3-fold capacity: (1) To the general college student (2) To the future elementary classroom teacher, and (3) To the student who majors in Music Education and who will be certified to teach and supervise music in the schools of the Commonwealth.

Requirements for Admission: In addition to the general college requirements, entrance to the college as a major in Music Education is contingent upon the following:

1) a. Written examination dealing with melodic elements and idioms
 b. Harmonic elements and idioms
 c. Rhythmic elements and idioms
2) They will be expected to perform a prepared number at the keyboard and also sightread at the keyboard
3) Candidates will be expected to perform a prepared number with their voice and be ready to sightread unaccompained
4) Candidates will be expected to play a prepared number on an instrument and also to sightread on that instrument. It he candidate is proficient on piano and voice and does not play an instrument, admission can be gained without the instrumental section. However, if the candidate can play at all on an instrument, it is recommended that he prepare a selection within the range of his ability.

APPLIED MUSIC

Courses in applied music include individual instruction, class instruction, vocal and instrumental ensembles. Credit is given for all applied music, normally three hours per semester for the total of all applied music courses. Minimum requirements and complete descriptions of these courses are given in the music department booklet.

INDIVIDUAL INSTRUCTION

The curriculum in music is designed to give opportuntiy for intensive preparation in musical content and skills. Continuous study of voice, piano, orchestral and band instruments is required as an integral part of a well-planned series of musical, cultural, and professional courses. Such study is essential in the preparation of teachers who are to function as leaders in music education, and this work is offered to all students of the music curriculum without additional cost beyond the regular contingent fee for the music curriculum.

CLASS INSTRUCTION

Since class instruction predominates in the teaching of public school music, it is imperative that prospective music teachers become familiar with the techniques of class management; the psychology of class teaching; and the materials available for class teaching in voice, piano, orchestral, and band instruments. Instruction is so arranged that adequate opportunity to participate in various types of class instruction is available to students without extra cost. Individual instruction and class instruction are coordinated in a flexible manner calculated best to promote individual progress.

ENSEMBLE

Ensemble singing and playing is a highly important factor in the training of a well equipped musician and teacher. The program in music activities is sufficiently varied in order to provide a place for everyone according to respective stages of advancement. Concerts by the ensembles are prepared and presented each semester to the college community. Concert trips to nearby communities are taken each semester.

First year students are required to be in either the Women's or Men's Glee Clubs. They are not permitted membership in the College Choir or Mixed Chorus. A small number of first year students, who can qualify, are permitted in the College Band and Orchestra. All music majors are required to be active in at least one instrumental group (band, beginning band, orchestra, beginning orchestra, string orchestra). Second year students are required to be in a mixed voice ensemble, and those who cannot qualify for the choir will be in mixed chorus. Third and fourth year students are required to be active in at least one of the four vocal groups.

SEQUENCE in APPLIED MUSIC
(18 semester hours)
FRESHMAN YEAR

First Semester (3 S.H.)	Second Semester (3 S.H.)
Private Piano Instruction (AI or BI)	Class Voice II
Class Violin or Clarinet—Percussion	Private Piano Instruction (AII or BII)
Glee Club—Men or Women	Class Violin or Clarinet—Percussion
	Glee Club—Men or Women

SOPHOMORE YEAR

Third Semester (3 S.H.)	Fourth Semester (3 S.H.)
Private Piano Instruction (AIII or BIII)	Private Piano Instruction (AIV or BIV)
Class Voice	Class Voice
Class Strings or Woodwinds	Class Strings or Woodwinds
College Choir or Mixed Chorus	College Choir or Mixed Chorus
One Instrumental Group	One Instrumental Group

JUNIOR YEAR

Fifth Semester (3 S.H.)	Sixth Semester (3 S.H.)
Class Trombone or Trumpet	Brass Class
One Elective: (Voice, Piano, Organ, Band and Orchestra Instruments)	One Elective: (Voice, Piano, Organ, Band, and Orchestra Instruments)
Membership in at least one Vocal and one Instrumental Group	Membership in at least one Vocal and one Instrumental Group)

SENIOR YEAR (1 S.H.)

All remaining applied Music credits will be completed during the one semester when not engaged in student teaching, unless some deficiency needs to be removed.

Seventh or eighth semester (S.H. 1): electives and ensembles (as listed under the junior year).

GENERAL EDUCATION COURSE

(Required of All Students)

Mus. 101 Introduction to Music 3 hours — 2 cr.

This course provides an orientation in music experience from present to past, and is required of all college students. It aims (1) to enrich the student's cultural experience, as well as (2) to equip the prospective teacher with an understanding of music as it relates to general education and the art of daily living. The possibility of correlations with other subjects is explored. No prerequisite courses or special abilities are required.

MUSIC THEORY

The theory courses aim to develop the techniques required for a comprehensive understanding of music literature through analysis and the creative approach. Constant emphasis is made upon the practical application of skills. Facility at the keyboard is one of the most important general functional aims throughout all theory courses. The teachers of private piano are expected to assist with the keyboard drills.

Mus 111 Solfeggio I 3 hours—2 credits

Solfeggio aims to develop the student's ability to learn to read at sight with sol fa syllables. Problems studied include: all major and minor scales; treble, alto, tenor, and bass clef; all diatonic intervals; duple and triple meter with ryhthmic dictation drills; phasewise thinking, and elementary form analysis.

Mus 112 Solfeggio II 3 hours—2 credits

Solfeggio II aims to increase the sensitivity of the student to correct intonation. In addition to a continuation of the materials begun in Solfeggio I, the following additional problems are begun: part singing, compound meters, written melodic and rhythmic notation. Prerequisite: Solfeggio I.

Mus 213 Solfeggio III 3 hours—2 credits

This course aims to develop greater facility in the tonal and rhythmic techniques already presented and additional mastery of the problems of part singing. Advanced problems include more difficult modulation, chromatic alterations, modal tonality, and more complicated rhythms. Continued emphasis on individual reading ability, which began with Solfeggio I, is made. All problems are studied both aurally and visually.

Mus 211 Theory I 5 hours—4 credits

Theory I includes the hearing, playing and writing of the primary harmonies in all inversions using the chorale style of harmonization; the dictation of melodies and notation of concomitant harmonies; the study of the phrase and period through the melodies harmonized. Prerequisite: Solfeggio II.

Mus 212 Theory II 5 hours—4 credits

The work done in Theory I is broadened to include secondary triads and seventh chords, mastery of the circle of fifths, modulation to related keys. Harmonization of melodies in the piano style is begun. Writing of original melodies is introduced. The double-period and phrase group serve as the units for analysis. Prerequisite: Theory I.

Mus 313 Theory III 3 hours—3 credits

This course includes the study of chromatic harmonies and modulation to remote keys, as well as writing for Men's and Women's Choruses; the study of the song-forms and simple rondo forms; harmonic dictation. Prerequisite: Theory II.

Mus 314 Theory IV 3 hours—3 credits

Theory IV requires continued harmonization at the keyboard, including transportation; further work with chromatic harmonies; study of the higher rondo, sonatina and sonato-allegro forms; original writing. Prerequisite: Theory III.

Mus 215 Survey of Music Literature 2 hours — 1 credit

Emphasis is placed upon the understanding of major forms of music such as suite, symphonic poem, opera, oratorio, and the sonata, concerto, symphony, quartete, etc., with the hearing of outstanding examples of each of these forms studied, as far as time will allow. Relevant material concerning the music, composer, or period appropriate to the musical enjoyment and understanding of each composition is presented.

Mus 311 History of Music I 3 hours—3 credits

A concentrated study of the development of music from that of primitive peoples through the Baroque period (1750). The characteristics of vocal and instrumental music of each period are carefully presented through study, discussions, and the listening to or performing of appropriate music provided by recordings, classmates, or various concert programs.

Mus 312 History of Music II 3 hours—3 credits

A continuation of History of Music I through the eighteenth and nineteenth centuries with stress being placed upon the outstanding composers, trends, forms, and literature of these centuries.

Mus 415 Orchestration 3 hours—2 credits

The student is given practice in arranging music for each section of the symphony orchestra, for various small ensembles, and for full symphony orchestra, symphonic band and marching band. Whenveer possible, the arrangements are performed in class, or by one of the college instrumental groups.

Mus 219 Conducting I (choral) 3 hours—1 credit

In Conducting I emphasis is placed on the application of the techniques of conducting to the development of expressive singing through bodily gesture and facial expression. Included are: a survey of suitable materials, organization of groups, testing of voices, rehearsal techniques, program building, interpretation, vocal techniques, English and Latin diction.

Mus 220 Conducting II (instrumental) 3 hours—1 credit

This course offers the student the opportunity of developing increased competency in conducting school orchestras and bands. Attention is directed to the organization, rehearsal technics, and materials for the public school instrumental needs.

MUSIC EDUCATION AND SUPERVISION OF STUDENT TEACHING

Mus 315 Methods I (Elementary) 4 hours—3 credits

This course offers analytical study of texts, recordings and other materials together with teaching methods suitable to desirable musical development of Elementary School pupils. Experience

is given in proper treatment of the child voice; selection, use, and teaching of rote songs; rhythmic development, including rhythm band; music reading; part singing; planning and organization. Guided observations of music lessons in the elementary grades are provided.

Mus 316 Methods II (Junior and Senior High School 3 hours—2 credits

An analysis is made of the changing voice and its attending problems; materials and methods are studied for these areas: correlation of music with other subjects, as well as curriculum and supervisory problems are considered. Observations and an increasing amount of participating teaching are required. Prerequisite: Methods I.

Mus 411 Methods III (Instrumental) 3 hours—2 credits

This course is designed to give the student the necessary understanding, techniques and materials to develop an effective instrumental program in the public schools. Demonstrations and laboratory work are designed to give the student the competency needed to meet successfully the various teaching situations in instrumental music from the grades through high school.

Ed 421 Student Teaching 30 hours—12 credits

The music major will begin his practice teaching with observations and various simple teaching assignments, gradually assuming greater teaching responsibilities on the elementary, junior and senior high school levels. A college staff member coordinates the work of the student teacher and his school supervisor.

Ed 422 Professional Practicum (Including School Law)
2 hours—2 credits

Significant problems of an advanced nature, and closely related to student teaching, are introduced in order to insure further professional growth. Observing of other teaching situations, readings of books and professional journals, along with reports and discussions at conferences will aid in this growth.

Mus 102 Eurythmics I (Physical Education I) 2 hours—1 credit

This course attempts to develop musical perception and appreciation through physical response; to stimulate creative imagination through group and individual interpretations; and to promote bodily coordination, poise and precision. Having gained sufficient skill and alertness in rhythmic response, the student is required to direct others; to master and to teach a repertory of representative folk dances; and, to organize the work to fit the needs and capacities of elementary pupils.

Mus 203 Eurythmics II (Physical Education II) 2 hours—1 credit

This course is a continuation of Physical Education I (Eurythmics I). Prerequisite: Physical Education I.

ELECTIVES FOR MUSIC STUDENTS

Mus 353 Counterpoint 3 hours—2 credits

This course consists of study and analysis of representative works of the great polyphonic writers from the 16th to the 18th centuries. Original work in these styles and forms is also required. Prerequisite: Theory IV.

Mus 354 Composition 3 hours—2 credits

In this elementary course each student is offered guidance and aid in writing pieces in the forms, styles, and mediums best suited to his own special capabilities and needs. Prerequisite: Theory IV.

Mus 355 Advanced Harmony 3 hours—2 credits

This is a course designed to give the student advanced study in harmony which will lead to a better understanding of the idiom of present day music. Prerequisite: Theory IV.

Mus 356 American Music 3 hours—2 credits

This course provides a study of the history of American Music from the 17th Century to the present. Early American Musical heritages are traced from pre-revolutionary America. Prerequisites: Music History I and II.

Mus 357 Piano Pedagogy 3 hours—2 credits

This course makes a survey of all present and past developments in the teaching of class piano. The various class piano methods are compared and criticized. Prerequisite: Junior Standing in Piano.

ELECTIVES IN OTHER FIELDS FOR MUSIC STUDENTS

Electives from any of the other college fields may be chosen by those students who establish a high record of achievement in their major field leading toward the completion of requirements for certification in these respective fields.

REQUIRED COURSES IN MUSIC FOR ELEMENTARY EDUCATION STUDENTS

Fundamentals of Music 2 hours—no credit

See elementary section for course description.

El 211 Music for the Elementary Grades 3 hours—2 credits

See Elementary Section for course description.

El 212 Teaching of Music in the Elementary Grades 3 hours—2 cr.

See Elementary Section for course description.

ELECTIVES IN MUSIC FOR NON-MUSIC STUDENTS

Any of the courses in the Music Curriculum are available to students in other departments. There are no fees for the larger musical organizations, which are considered extra-curricular for non-music majors.

Students receive individualized instruction in music education.



SCIENCE DEPARTMENT

DWIGHT E. SOLLBERGER, Chairman of Department

WILLIS H. BELL
EDWARD N. BROWN
ALBERT F. EISS
WALTER W. GALLATI
DONALD E. HOFFMASTER
DANIEL G. REIBER
OLINDO SECONDINI
ROBERT C. SENTZ
ARTHUR G. SHIELDS
MARTIN L. STAPLETON
RICHARD M. STRAWCUTTER
PAUL M. WADDELL

Biology, chemistry, and physics are combined into one department designated as the science department. The activities of the science department are designed to fulfill three purposes: First, to teach the facts, skills, attitudes and appreciations of science through the basic courses to those students specializing in some field other than science to the end that they may better understand the world in which they live and the impact of the scientific method on society; Second, to provide specialization in the various fields of science for those who wish to prepare to teach these sciences in the secondary school; Third, to offer a program to the prospective elementary teacher which will enable her to teach science in the first six grades.

GENERAL EDUCATION COURSES

(Required of all Students)

Sci 101 Basic Biology 3 cr.

This course deals with the principles of biology. Topics include cellular structure and physiology, growth and repair, reproduction and development, control, sources of food energy, inheritance, and man's interrelationship with his biological environment. The classification of plants and animals is reviewed briefly. Two hours lecture and two hours laboratory.

Sci 102 Basic Physical Science 3 cr.

This course utilizes the fields of earth science and astronomy to provide a broadened background of science. The nature and use of energy is the central theme for the study of heat, light, chemical, electrical, and atomic energy. Emphasis is placed on the methods and the thinking of scientists in recognizing and solving problems. Two hours lecture and two hours laboratory.

SPECIALIZATION IN THE VARIOUS FIELDS OF SCIENCE

The increasing complexity and specialization within the field of science has made many problems for those preparing to teach science in the secondary schools of Pennsylvania. One of the problems is that of securing sufficient breadth as well as depth in preparation for teaching science.

A student specializing in one of the fields of Science should elect as a minor field one that both strengthens his major field and increases his understanding of a second field of Science. More than sixty per cent of all Science teachers in Pennsylvania teach General Science in addition to other Science subjects. Relatively few teach one Science subject only. The subject outside the field of Science most often taught by Science teachers is Mathematics. All Science majors should try to develop an adequate background of Mathematics. This may be done by electing Mathematical Analysis I and II, or by electing Mathematics as a minor field.

Indiana has attempted to meet the needs of prospective science teachers by offering a wide variety of courses and fields in which to specialize. These are as follows:

	Major	Minor
Biology Specialization	30 sem. hrs.	18 sem. hrs.
Chemistry Specialization	35 sem. hrs.	18 sem. hrs.
Physics Specialization	35 sem. hrs.	18 sem. hrs.
Physical Science Specialization	30 sem. hrs.	18 sem. hrs.
Science Specialization	38 sem. hrs.	no minor

COURSES REQUIRED OF MAJORS IN THE VARIOUS FIELDS OF SCIENCE

Ed 451 Teaching Science in the Secondary School 3 cr.

This course is planned to give the prospective science major a thorough background in the problems of teaching science. The objectives of the science program in the secondary school, selection of textbooks, sources of suitable literature, how to secure materials for instruction, the preparation of units, and special techniques are studied. Prerequisites: 12 hours of work in major field. Three hours lecture.

Biological Science Specialization

Requirements for Major in Biological Science 30 credit hours		Requirements for Minor in Biological Science
Sci 151-152 Botany I and II	8 credits	
Sci 161-162 Zoology I and II	8 credits	
Ed 451 Teaching Science in the Secondary School	3 credits	18 credit hours in Biology
Electives	11 credits	

Students specializing in biological science will not be required to take Basic Biology or Science in Modern Civilization.

Chemistry Specialization

Requirements for Major in Chemistry 35 credit hours		Requirements for Minor in Chemistry
Sci 171-172 Inorganic Chemistry I and II	8 credits	
Sci 181-182 Physics I and II	8 credits	
Sci 273 Qualitative Analysis	3 credits	
Sci 274 Quantitative Analysis	3 credits	18 credit hours in
Ed 451 Teaching Science in the Secondary School	3 credits	
Electives (Chemistry)	10 credits	

Students specializing in biological science will not be required to take Physical Science or Science in Modern Civilization.

Physical Science Specialization

Requirements for Major in Physical Science 30 credit hours		Requirements for Minor in Physical Science
Sci 171-172 Inorganic Chemistry I and II	8 credits	
Sci 181-182 Physics I and II	8 credits	
Ed 451 Teaching Science in the Secondary School	3 credits	18 credit hours in Physics and Chemistry
Electives	11 credits	

Students specializing in physical science will not be required to take Basic Physical Science or Science in Modern Civilization.

Physics Specialization

Requirements for Major in Physics 35 credit hours		Requirements for Minor in Physics
Sci 181-182 Physics I and II	8 credits	
Sci 171-172 Inorganic Chemistry I and II	8 credits	18 credit hours in Physics
Ed 451 Teaching Science in the Secondary School	3 credits	
Electives (Physics)	16 credits	

Students specializing in physics will not be required to take Basic Physical Science or Science in Modern Civilization. College algebra and trigonometry are prerequisites for specializing in physics as a first field.

Requirements for Major in General Field of Science 38 credit hours		Minor
Sci 151-152 Botany I and II	8 credits	
Sci 161-162 Zoology I and II	8 credits	No minor is provided for the general field of "Science."
Sci 171-172 Inorganic Chemistry I and II	8 credits	
Sci 181-182 Physics I and II	8 credits	
Ed 451 Teaching Science in the Secondary School	3 credits	
Sci 281 Earth Science	3 credits	

Students who select Chemistry as a First Field with Physics as a Second Field may count the required hours in Physics I and II towards the Second Field thereby reducing the First Field to 27 hours. If any area other than Physics is the Second Field, Physics I and II will be taken as a part of the First Field in addition to the required 24 credits in Chemistry and 3 credits in Teaching of Science in the Secondary School thereby making the total credits 35 hours.

Students who select Physics as a First Field with Chemistry as a Second Field may count the required hours in Chemistry I and II towards the Second Field thereby reducing the First Field to 27 hours. If any area other than Chemistry is the Second Field, Chemistry I and II will be taken as a part of the First Field in addition to the required 24 credits in Physics and 3 credits in Teaching of Science in the Secondary School thereby making the total credits 35 hours.

REQUIRED COURSES FOR SPECIALIZATION IN BIOLOGICAL SCIENCE

Sci 151 Botany I 4 cr.

Botany I is primarily a study of the flowering plants. Topics include the anatomy and life processes of plant cells, leaves, stem, roots, flowers, seeds, and fruits. The economic importance of plants used by man and the recognition and classification of the seed plants in the immediate environment of the college are included. Three hours lecture and three hours laboratory per week.

Sci 152 Botany II 4 cr.

Botany II is concerned primarily with the non-flowering plants. It considers both the anatomy and life processes of selected algae, bacteria, fungi, mosses, ferns, and their allies. The economic importance and health implications of certain of these groups are emphasized. The recognition and classification of the non-flowering plants of the immediate surroundings are stressed. Prerequisite: Botany I. Three hours lecture and three hours laboratory per week.

Sci 161 Zoology I 4 cr.

This is a study of the life history, habits, origin, development, physiology and anatomy of each phylum of the invertebrates. Emphasis is given to the study of those forms of economic importance to man or with health implications. The student becomes acquainted with the many invertebrate species found locally. Three hours lecture and three hours laboratory per week.

Sci 162 Zoology II 4 cr.

This course is a study of the chordata in general, and more particularly the classes of vertebrates. Topics studied include the anatomy, physiology, origin, development, and life history of representative members of each class. Special attention is given to the vertebrates found in the vicinity of the college. Prerequisite: Zoology I. Three hours lecture and three hours laboratory per week.

ELECTIVES FOR SPECIALIZATION IN BIOLOGICAL SCIENCE

Sci 375 Conservation of Plant and Animal Resources 3 cr.

In this course special attention is devoted to a study of accepted practices in soil, water, forest, and game conservation. Numerous local and state conservation specialists are called in to assist in the discussion of the specialized fields of conservation. Field work is an essential part of the course. Prerequisite: Biological Science or equivalent. Two hours lecture and three hours laboratory per week.

Sci 373 Ecology 3 cr.

This is a study of the interrelations and adaptations of plants and animals and includes consideration of physical as well as biotic environmental factors. Field trips are taken to study various types of ecologic situations. Two hours lecture and three hours laboratory per week.

Sci 374 Parasitology 3 cr.

An introductory course which covers the parasitic protozoa, flatworms and roundworms. Major emphasis is placed upon species infesting man and includes their structure, physiology, ecology, life cycles, pathogenicity and treatment. Laboratory work includes some dissection of vertebrate hosts and fixing, staining and mounting of any parasites recovered. Arthropods involved in parasite transmission are also included. Prerequisites: Zoology I and II.

Sci 353 Field Botany 3 cr.

This is an advanced course in the taxonomy of the vascular plants of the region. It includes the ferns, fern allies, shrubs, trees and herbaceous plants. The use of the standard manuals for the identification of plant materials is stressed. Students are required to make collections for their future use in teaching situations. Two hours lecture and three hours laboratory per week.

Sci 363 Field Zoology 3 cr.

Field zoology is a course in the study of animals in the field; the collection of such forms, and the preparation and utilization of them for class instruction. Students are required to make collections for their future use in teaching situations. Two hours lecture and three hours laboratory per week. Field trips are required.

Sci 372 Entomology 3 cr.

This is an introduction to the orders of insects, considering their characteristics, habits, economic relations, together with the collecting and identifying of representative forms from western Pennsylvania. Two hours lecture and three hours laboratory per week.

Sci 279 Genetics 3 cr.

The purpose of this course is to give the student an understanding of the laws of inheritance as they operate in plants, animals, and humans. Cell structure, mendelian inheritance, eugenics, linkage, probability, crossing over, and random assortment are all considered. Prerequisite: 6 hours Biology. Two hours lecture and three hours laboratory per week.

Sci 366 Microbiology 3 cr.

This course is a study of microscopic forms of life, both plant and animal, which are commonly encountered in biological work. Some emphasis is placed on the study of disease producing species of man and his domesticated animals. Methods of culturing forms used in high school teaching are studied. Prerequisites: Botony I and II, Zoology I and II. Two hours lecture and three hours laboratory per week.

Sci 371 Ornithology 3 cr.

Ornithology is a careful study of the birds of the region supplemented by a review of the major orders of birds of the western hemisphere. Indoor studies of skins are made during the early part of the course, while the latter part of the course is largely field work. Early morning field trips are required. Two hours lecture and three hours laboratory per week.

Sci 365 Physiology 3 cr.

The purpose of this course is to give the student a general background of how animals carry on bodily processes and a more detailed knowledge of human physiology. Related anatomy is taught as needed. Prerequisites: Zoology I and II. Two hours lecture and three hours laboratory per week.

REQUIRED COURSES FOR SPECIALIZATION IN CHEMISTRY

Sci 171-172 Inorganic Chemistry I and II 8 cr.

Chemistry I includes the study of non-metals, gas laws, valence, grammolecular volume, ionization, solutions, oxidation, and reduction. Chemistry II includes atomic structure and periodic classification of elements, the metals, and simple qualitative tests for cations and anions. Three hours lecture and three hours laboratory per week.

Sci 273 Qualitative Analysis 3 cr.

A study of chemical properties of certain elements and various ionic chemical equilibria involved in their reactions. The student achieves understanding of these principles through solution of selected problems and carefully arranged experimental work, including the identification of unknown ions. Many useful skills and techniques are acquired during the course of labortory work. Two hours lecture and four hours laboratory per week. First semester, odd years. Prerequisite: Inorganic Chemistry.

Sci 274 Quantitative Analysis 3 cr.

This course gives introductory training in the theory and practice of gravimetric, volumetric, colorimetric, and electrolytic separations and calculations on a quantitative basis. Students will visit commercial and control laboratories employing quantitatives techniques. Two hours lecture and four hours laboratory per week. Second semester, odd years. Prerequisite: Qualitative Analysis.

Sci 181-182 Physics I and II — See Page 152 8 cr.

ELECTIVES FOR SPECIALIZATION IN CHEMISTRY

Sci 277 Biological Chemistry 3 cr.

This course includes the chemistry of proteins, fats, carbohydrates, minerals, and vitamins, and biological functions of each; studies the digestive and metabolic reactions by test meals and urine analysis. Animal feeding tests will supplement laboratory and lecture work. Two hours lecture and three hours laboratory per week. Prerequisite: Organic Chemistry.

Sci 378 Colloidal Chemistry 3 cr.

This course consists of discussion and laboratory work dealing with the theory of colloidal behavior. Stress will be placed upon proteins and other materials encountered in the colloidal state which are important in nature or industry. Two hours lecture and three hours laboratory per week. Prerequisites: Inorganic and Organic Chemistry.

Sci 379 Industrial Chemistry 3 cr.

This course is a study of the applications of chemistry and science to the industries of Western Pennsylvania for the science teacher. Field trips to representative industries will constitute the laboratory work and serve as a basis for discussion. Two hours lecture and three hours laboratory per week. Prerequisite: Inorganic Chemistry I and II.

Sci 275 Organic Chemistry I 4 cr.

A study of the aliphatic series of organic compounds with brief introduction to the aromatic series. Both micro- and semi-

micro techniques are employed to stress the properties and type reactions of the usual classes of organic compounds. Three hours lecture with three hours laboratory per week. First semester, even years. Prerequisite: Inorganic Chemistry.

Sci 276 Organic Chemistry II 3 cr.

This course is a continuation of Organic Chemistry I. Aromatic compounds are studied with respect to their properties typical reactions and value synthesis of useful consumer products. Two hours lecture and three hours laboratory. Prerequisite: Organic Chemistry I.

Sci 377 Physical Chemistry 3 cr.

This course considers the phase rule; properties of solutions, liquids, solids, and gases; surface tension; vapor pressures; osmotic pressure, chemical cells, buffers, indicators; oxidation-reduction potentials; physical conditions affecting chemical equilibria. Laboratory work applying these principles. Two hours lecture and three hours laboratory per week. Prerequisites: Inorganic Chemistry I and II, Physics I and II.

REQUIRED COURSES FOR SPECIALIZATION IN PHYSICS

Sci 181-182 Physics I and II 8 cr.

A two-semester course constituting the usual first year's work in general college physics. In Physics I mechanics, heat and sound are studied; in Physics II electricity and magnetism, light, and atomic and nuclear physics. A working knowledge of elementary algebra is essential. Three hours lecture and three hours laboratory per week.

Inorganic Chemistry I and II — See Page 150 8 cr.

ELECTIVES FOR SPECIALIZATION IN PHYSICS

For a specialization in Physics, the two-semester course, Physics I and II must be taken first. It is recommended that this be taken in the first year of college. The advanced courses being given each year will be announced.

Sci 283 Electricity and Magnetism 4 cr.

This is an advanced course in general electricity and magnetism for all physics majors and minors. The electric and magnetic fields of D. C. and A. C. circuits, capacitance, inductance, electromotive force, electrical instruments are among the topics developed. Three hours lecture and three hours laboratory per week. Physics I and II are prerequisites.

Sci 285 Heat 4 cr.

This is an advanced course in general heat. Temperature and expansion, heat transfer, properties of gases and thermodynamics are some of the topics developed. Three hours lecture and three hours laboratory per week. Physics I and II are prerequisites.

Sci 284 Mechanics 4 cr.

This is an advanced course in general mechanics for physics majors and minors and of special value to students majoring in mathematics. Statics, linear motion, circular motion and simple harmonic motion are among the topics developed. Three hours lecture and three hours laboratory per week. Physics I and II are prerequisites.

Sci 287 Modern Physics 3 cr.

This is a course in twentieth century physics. The topics include thermionics, spectra, X-rays, and radioactivity. Considerable time is devoted to atomic structure and the newer developments in the field of atomic energy. Two 1-hour lectures and one 3-hour laboratory per week. Physics I and II are prerequisites.

Sci 288 Optics 3 cr.

This course deals with such topics as reflection and refraction at surfaces, optical instruments, polarization, interference and diffraction of light. Two 1-hour lectures and one 3-hour laboratory per week. Physics I and II are prerequisites.

Sci 286 Electronics 3 cr.

This is a course dealing with the electron, including the charge, emission, and velocity of the electron. The fundamentals of vacuum tubes and their circuits and the use of tubes in communications and industry are studied. Prerequisites: Physics I and II.

ELECTIVES FOR SPECIALIZATION IN PHYSICAL SCIENCE

These electives are to be selected from the regular electives in Biology, Chemistry, and Physics.

ELECTIVES FOR SPECIALIZATION IN THE GENERAL FIELD OF SCIENCE

These electives are to be selected from the regular electives in Biology, Chemistry, and Physics.

Sci 281 Earth Science 3 cr.

This course is designed to provide the background of knowledge of the sky, geological forms, and weather phenomena necessary to the teacher of General Science in the junior high school. Field

trips at night for star study, visits to interesting geological formations and a weather station are some of the activities included. Two lecture periods and one two-hour laboratory period.

REQUIRED COURSES FOR STUDENTS IN SECONDARY EDUCATION

Sci 111 Science in Modern Civilization 3 cr.

This course is designed to acquaint the secondary student with some of the major discoveries of science in all fields and the effects of discoveries upon man's way of life. Emphasis is placed upon developing an understanding of science and its implications. Discoveries leading to more abundant supplies of energy, discoveries contributing to better health and longer life, more rapid transportation, to a more abundant and better food supply, better housing, better clothing and to greater destructive potential are some of the topics developed.

REQUIRED COURSES FOR STUDENTS IN ELEMENTARY EDUCATION

EL 311 Science for the Elementary Grades 3 cr.

See Elementary Section for course description.

EL 312 Teaching of Elementary Science 3 cr.

See Elementary Section for course description.

REQUIRED COURSES FOR STUDENTS IN HOME ECONOMICS

Sci 366 Bacteriology 2 cr.

This course is designed specifically for students of home economics. It is a general one-semester course dealing with bacteria in their various relations to man. Applications to food preservation and other problems of the home are stressed. One hour lecture; three hours laboratory.

Sci 173 Inorganic Chemistry 3 cr.

This course includes an introductory study of the non-metals, the gas laws, atomic structure, valence, ionization, solutions, oxidation and reduction, and the periodic classification of the elements. Two hours lecture and three hours laboratory.

Sci 277 Organic and Biochemistry 3 cr.

This course is designed to include those topics from the fields of organic chemistry and biochemistry that are most important for the student of home economics. Among the topics included are the aliphatic organic compounds, the physiological functions of materials, proteins, carbohydrates, fats, minerals, digestion, absorption, and metabolism. Two hours lecture and three hours laboratory.

SOCIAL STUDIES DEPARTMENT

RAYMOND L. LEE, Chairman of Department

CALVIN H. BLAIR
CLYDE C. GELBACH
C. M. JOHNSON
JAMES G. KEHEW
MICHAEL KIRLIK
JANE S. MERVINE
MERLE J. RIFE
JOHN R. SAHLI
ALBERT J. WAHL
FLORENCE WALLACE

The department of social studies serves two functions. First, through courses required of all students as part of the general education program of the college, it seeks to develop those understandings, attitudes, and social competencies essential to effective citizenship in a democracy and to acquaint students with the patterns of American culture within which they will live and work as teachers. Second, for students who show special interest and competence in the social sciences the department provides a program of studies that will equip them to teach history and the social studies in the secondary school.

A student may elect history or social studies as his major field of specialization. Thirty-six semester hours of departmental course work is required for graduation in Social Studies; thirty hours in history.

A student electing Social Studies as a minor field is required to take 24 semester hours. A minor in history requires 18 semester hours.

GENERAL EDUCATION COURSES

(Required of all students)

SS 201 History of Civilization I 3 cr.

A survey course presenting in integrated form the origin and development of man's major political, social, economic, religious, aesthetic and intellectual institutions from preliterary times to approximately 1500 A.D. Including the Oriental and Near Eastern cultures as well as the more familiar Greek, Roman, and Germanic contributions to world society, the course deals with broad historical movements rather than with the details of individual peoples and nations.

OR—

SS 202 History of Civilization II 3 cr.

Using the same approach as in History of Civilization I, this course deals with man's development from 1055 AD to the present. Among the topics discussed are: The Commercial Revolution; the Age

of Reason; the Age of Revolution—political, economic, and social; the rise of constitutional governments; and nationalism and the clash of cultures incident to the growth of empire. Considerable attention is given to democracy, capitalism, communism, fascism, and socialism as the major ideologies of the nineteenth and twentieth centuries. The course concludes with an examination of the various formulas for world order proposed or attempted since 1900.

SS 401 American Government 3 cr.

This course is largely concerned with our Federal and State governments. Emphasis is placed upon the constitutional basis of government, organization and structure of government, division of governmental powers, Federal and State relations, public finance, organization and role of political parties, and the place of the citizen in government. In the study of the functions and services of government attention is given such problems as foreign policy and world relations, economic and social security, and the promotion of the general welfare.

SS 402 Introduction to Philosophy 3 cr.

A course in which attention is given to the method of reflective thought and reasoned inquiry, the nature of truth, man's place in the universe, and the relation between science and religion. Special emphasis is given such schools of thought as humanism, relationalism, naturalism, and idealism as well as the great thinkers who dominated these schools of thought.

OR—

Home and Family Living—See Page 120 3 cr.

(Additional Requirement for Elementary and Secondary Students)

SS 301 History of the United States and Pennsylvania I 3 cr.

A course covering the period in American history from the discovery of America to about 1865 with emphasis on the history of Pennsylvania. Special attention is given to the colonial foundations of our nation, the emergence of our Federal Union, the rise of an American culture, territorial and economic growth of the United States, the rise of political democracy, social reform, and the controversy over sectionalism and slavery.

SS 302 History of the United States and Pennsylvania II 3 cr.

A course in the history of the United States and Pennsylvania from about 1865 to the present in which the industrialization of

America, urbanization, the rise of organized labor, and the development of a distinctly American culture are stressed. Due attention is given to the political, economic, and social reform movements of this period in our history as well as to the increasing role of the United States in world affairs.

(Additional Requirements for Students in Special Curricula—

Home Economics, Business, and Art)

SS 303 History of the United States and Pennsylvania 3 cr.

A survey of the growth and devolpment of America and Pennsylvania from the beginning of the colonial period to the present time. The course stresses such broad movements as the rise of our independent nation, the development of political democracy, the territorial and economic growth of our nation, the development of an American culture, and the increasing role of the United States in world affairs.

COURSES REQUIRED OF MAJORS

In addition to the required courses in general education, students desiring to make History or Social Studies their major field of study are required to complete the following courses:

History Major

Ed 451 Teaching Social Studies in the Secondary School. 3 Cr.
Electives in History 15 Cr.

Social Studies Major

Electives within the departmental framework (page 158) 9 cr.

SS 251 Introduction to Sociology 3 cr.

Sociology is the science of the structure and functioning of human groups. Taking culture concepts and social institutions as its basic materials, it explores the content, methodology, and interrelationships of those studies seeking to record and explain man's social behavior in the modern world. Problems of social change, and the attendant efforts to direct and control such change, are integral parts of the course.

SS 252 Principles of Economics 3 cr.

A course in which a study is made of the major areas in the field of economics; production, exchange, distribution, and consumption. Special consideration is given wages, interest, rent, profits, price determination, money and banking, and national income.

Ed 451 Teaching Social Studies in the Secondary School 3 cr.

This course seeks to familarize prospective teachers with current trends and developments in the field of social education, with effective procedures for teaching social studies in the secondary school, and to develop a professional interest in social education. Emphasis is placed on the Objectives of social education, courses of study, organization of content of teaching, effective procedures and techniques, instructional materials and resources, and evaluation.

ELECTIVES

SS 371 Renaissance and Reformation 3 cr.

This is a course dealing with the study of the Renaissance, with reference to the artistic, literary, scientific and political aspects, and the vital personalities motivating them; the Reformation as it affected the religious, economic, and political development in Europe. Particular attention will be given to the educational ideas of Erasmus and other reformers in this period.

SS 372 History of Europe to 1815 3 cr.

This course examines important political, economic and cultural developments from 1600 to 1815. Among the topics emphasized are the scientific and philosophical revolutions, the Enlightenment, government by divine right, the English and French Revolutions, and the Napoleonic Era.

SS 373 History of Europe Since 1815 3 cr.

A comprehensive study of the factors contributed by the European people in their national organization through their political, social and economic activities. The understanding of the casual and inter-group relationships are essentially basic to analysis and interpretations of the difficulties facing the European world today.

SS 374 History of Twentieth Century World 3 cr.

This course examines political, economic, social and intellectual trends in the world since 1900, with a major emphasis on European contributions. Consideration is given to the causes and results of twentieth century warfare and the search for international order and stability.

SS 375 History of the Far East 3 cr.

A survey of the development of the peoples of China, Japan, India and adjacent territories for the purpose of gaining an understanding of their contemporary problems and ways of thinking as they relate to current world affairs. Special emphasis is placed on the impact of the West as a conditioning factor in the development of the Far East in modern times.

SS 376 History of the Middle East 3 cr.

This course is a study of the Ottoman Middle East and its lack of political unity resulting from the rise and development of Arab, Turkish, Zionist and other nationalist movements. Special attention is given to the effect of these movements upon the contemporary history of the Middle East and to the significance of that area in current world affairs.

SS 377 History of Latin America 3 cr.

The course surveys the development of the Latin American countries from the period of discovery to the present. The economic, social, political and cultural areas receive special attention first as domestic problems then as they are related to the various political units involved. The influence of European and American relations as they are reflected in local changes are given consideration.

SS 378 History of England 3 cr.

This course traces the growth of the people and institutions of England from the conquest by the Anglo-Saxons to the present. The emphasis is placed on the development of these factors that give rise to the struggle and events that culminated in the establishment of the democratic principles and organizations in both the British Commonwealth and elsewhere in the modern world.

SS 379 History of Pennsylvania 3 cr.

A study of the founding and development of Pennsylvania from its colonial beginnings to the present time. Emphasis is placed on the social economic and political developments in the different periods of its history. Special attention is given to the diversity of the people, their institutions and problems and the growth of Pennsylvania to a leading position in our modern industrial world.

SS 363 Diplomatic History of the United States 3 cr.

This course traces the history of our foreign relations from the American Revolution to the present. Emphasis is placed on those principles and major policies upon which our foreign policies are based.

SS 361 Contemporary United States History 3 cr.

A course devoted to the analysis of the fundamental changes in American culture since 1900. In evaluating social, intellectual, economic, and political developments since the era of the "Full Dinner Pail", the United States is studied as a product and as a part of the world community of nations. Foreign policy is interpreted as the pursuit of American interests under the conditions imposed by contemporary international politics.

SS 362 American Constitutional History and Law 3 cr.

Through the decisions of the United States Supreme Court the development of constitutional law is studied. Attention is given to the legal terminology, the history, and the philosophy significant in an understanding of American jurisprudence. Emphasis is given to the influence of legal interpretations on the political, social, and economic life of the nation.

SS 351 Contemporary Social Problems 3 cr.

A course which explores pressing social issues and the solutions offered for their alleviation. Within its scope fall race and minority discrimination, juvenile delinquency, crime, family disintegration, personal maladjustment, population shifts, the role of culture, the nature of social change, and the possibility of social planning. Problems are defined and solutions are explored in the light of historical, political, economic, social, and anthropological data.

SS 358 Contemporary Economic Problems 3 cr.

A course which briefly analyzes the world-wide clash of Communism, Socialism, and Capitalism, and examines in some detail the contemporary internal problems of American Capitalism. Controversial problems implicit in the rise of big business, big labor, big agriculture, and big government are explored, and proposed solutions are examined. Students are encouraged to reach tentative individual conclusions on the basis of their independent study.

SS 353 Industrial Relations 3 cr.

A study of the problems involved in the relations between the workers and management in dynamic industrial society, and the economic aspects of the solutions of these problems proposed or attempted by labor, management, and the government.

SS 356 State and Local Government 3 cr.

This course deals with the history, organization, structure and function of the major types of city government in the United States. Consideration is given to the development of modern administrative techniques and methods as they apply to municipalities. The prevailing forms of government and administration used by boroughs and townships in Pennsylvania are surveyed.

SS 355 Comparative Government 3 cr.

A course in which the major foreign democratic and authoritarian governments are analyzed. Emphasis is placed on the governments of the Soviet Union, England, France, Italy, Germany, China and Japan. Comparisons and contrasts are drawn between these governments and the government of the United States.

SS 357 International Relations 3 cr.

This course gives consideration to the origin and growth of international law and the development of international organization. An analysis is made of the structure and functions of the United Nations. Emphasis is placed on the role of the United Nations in contemporary world affairs.

SS 380 History of Russia 3 cr.

A general survey of Russian history, culture and institutions. Special consideration is given to the study of those historical forces which were formative of the Revolution of 1917. Consideration is also given to post-Revolution Russia.

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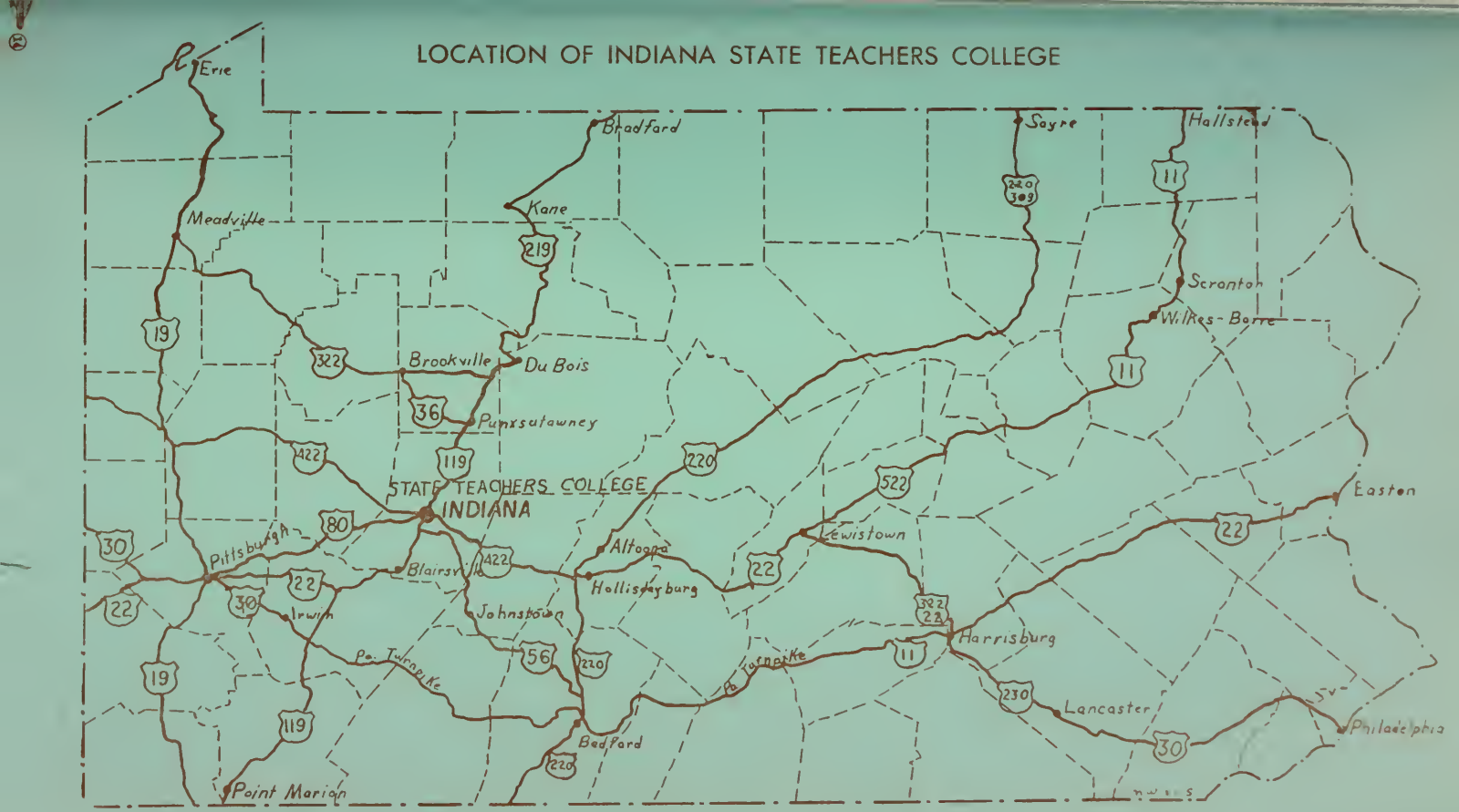
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Kane
Scranton
Wilkes-Barre
Brookville
Du Bois
Punxsutawney
STATE TEACHERS COLLEGE
INDIANA
Easton
Pittsburgh
Blairsville
Altoona
Lewistown
Hollidaysburg
Johnstown
Harrisburg
Irwin
Pa. Turnpike
Lancaster
Philadelphia
Bedford
Point Marion
19
322
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80
30
22
56
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The State Teachers College at Indiana Pennsylvania offers curricula preparing teachers in a variety of fields.

Art
Biology
Business
Chemistry
Dental Hygiene
Dramatics
Driver Education
Elementary
English
French
Geography
Guidance
History
Home Economics
Mathematics
Music
Physics
Public School Nursing
Safety Education
Science
Social Studies
Spanish
Speech
Graduate work in Elementary and Secondary